DOCUMENT RESUME

ED 169 670 EA 011 566

AUTHOR Carrano, Andrew S.
TITLE Teacher Evaluation: A Guidebook for Connecticut School Districts.
INSTITUTION Connecticut State Dept. of Education, Hartford.
PUB DATE Mar 78
NOTE 98p.; Not available in paper copy due to light print of parts of original document

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Educational Accountability; Elementary Secondary Education; Objectives; Occupational Information; Performance Criteria; Program Development; Program Planning; School Districts; Self Evaluation; *State Legislation; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS Connecticut; Connecticut Teacher Evaluation Law

ABSTRACT

This publication is intended to assist school districts in Connecticut in implementing section 10-151b of the Connecticut General Statutes, Connecticut's Teacher Evaluation Law. Each chapter deals with implementing a part of the law in compliance with established guidelines. Following an introductory chapter, the second chapter presents the law along with its history and guidelines for implementation. The next chapter deals with how a school district can begin to develop a plan. Chapter 4 is intended to assist districts in determining what needs and purposes the teacher evaluation program will fill. The purposes chosen for the evaluation program affect the development of the model for the evaluation process as explained in Chapter 5. The sixth chapter presents a strategy for determining the priorities of systemwide goals. The next two chapters discuss the writing of job descriptions and determining accountability relationships. Chapter 9 on self-evaluation methods is followed by Chapter 10 on how to write performance objectives. The mechanics of preparing a plan for teacher evaluation is presented in Chapter 12. Chapter 13 outlines further resources to assist Connecticut's districts in developing, implementing, evaluating, and refining their teacher evaluation programs. Resources discussed in this chapter are more fully listed in the lengthy appendix. (Author/JM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Connecticut St Dept. of Educ

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED169670

TEACHER EVALUATION

A GUIDEBOOK FOR CONNECTICUT SCHOOL DISTRICTS

EA 011 566

CONNECTICUT STATE

BOARD OF EDUCATION

JOHN E. TOFFOLON, Chairperson.....Riverton

JUNE K. GOODMAN, Vice-Chairperson.....Danbury

DAYSON D. DeCOURCY.....West Hartford

HERBERT J. DUKE.....Windsor

RICHARD A. HARRISON.....Marlborough

ROSE LUBCHANSKY.....New London

ROBERTO FUENTES.....Stamford

STEPHEN P. HONDZINSKI.....New Britain

MICHAEL USDAN - CHANCELLOR, HIGHER EDUCATION

(ex officio)

MARK R. SHEDD, Secretary and Commissioner of Education

PETER P. HOROSCHAK, Assistant Secretary and Deputy Commissioner of Education

CONNECTICUT STATE

DEPARTMENT OF EDUCATION

Box 2219, Hartford, CT 06115

TEACHER EVALUATION:

A GUIDEBOOK FOR CONNECTICUT SCHOOL DISTRICTS

Prepared by:

Andrew S. Carrano

for the

Connecticut State Department of Education

MARCH, 1978

"The primary purpose of teacher evaluation is the improvement of the student learning experience."

- Guiding Principal I of Connecticut's Teacher Evaluation Law, G.S.10-151b

TABLE OF CONTENTS

CHAPTER		PAGE
One	Introduction	1
Two	The Law	3
Three	Cooperative Planning	15
Four	Purposes	21
Five	The Evaluation Process	25
Six	Setting Systemwide Goals	33
Seven	Job Descriptions	41
Eight	Accountability Relationships	55
Nine	Self-Evaluation	61
Ten	Writing Performance Objectives	67
Eleven	Conferences, Observations	73
Twelve	A Plan for Evaluation	79
Thirteen	Further Assistance	81

APPENDIX		
A	Connecticut Material Resources	84
B	E R C Material Resources	87
C	Educational Service Centers	90
D	State-Wide Resource Personnel	91
E	On-Site Validation Summary	93
F	Bibliography: Teacher Evaluation	95
G	Behavioral Objectives: Suggested Readings and Sources	97

1 introduction

"Performance evaluation is not a spectator sport."

- Andrew S. Carrano

Efforts to implement Section 10-151b of the Connecticut General Statutes, Connecticut's Teacher Evaluation Law, have increased since its adoption by the legislature on July 1, 1974. The positive response of the local school districts and the leadership of the Connecticut State Department of Education (under the guidance of the Teacher Evaluation Advisory Committee established by the State Board of Education) has resulted in the establishment of a number of support systems and the identification of human and material resources for the development, implementation, evaluation and refinement of local plans for teacher evaluation.

Experience in these efforts have led to the recognition that the process of evaluating and refining the plans is ongoing and will certainly continue beyond the five years (ending June of 1979) allotted for this task in the law.

This document is intended to assist school districts in Connecticut in

the development, implementation, evaluation and refinement process. Each of the next twelve chapters addresses specific aspects of implementing the law in compliance with the established guidelines. The reader is advised to quickly peruse the document to become familiar with the content of each chapter and to determine the chapter that will be of greatest assistance in meeting local needs.

The second chapter presents the law including its history and the guidelines for implementation. This is followed by a chapter on how a district can begin to develop a plan. Chapter Four will assist districts in determining the purposes for the local evaluation program which will have a bearing on developing a model for the evaluation process as presented in Chapter Five. The sixth Chapter presents a strategy for determining the priorities of system-wide goals which is followed by chapters on writing job descriptions (7) and determining accountability relationships (8). A chapter on self-evaluation methods (9) is followed by Chapter Ten which discusses how to write performance objectives. Chapter Eleven deals with conferences and observations. The mechanics of preparing a plan for teacher evaluation is presented in Chapter Twelve and the document ends with Appendices which relate to the last chapter (13) on finding further assistance.

Comments from the readers and users of this document would be sincerely appreciated by the CSDE and the author. Especially useful would be suggestions on improving the document in possible revised editions. Address suggestions to:

Dr. Andrew S. Carrano
Area Cooperative Educational Services
800 Dixwell Avenue
New Haven, Connecticut 06511

2 the law

"There is considerable interest in accountability laws that involve teacher evaluation beyond the scope of existing laws and regulations governing the certification of teachers. State governments now recognize that it is impossible to determine competance of teaching on the basis of university training or bureaucratic licensing."

- Nield Oldham

A concise history of the development of the Teacher Evaluation Law in Connecticut (General Statutes 10-151b) is contained in the document issued by the Connecticut State Department of Education in September of 1977 entitled Teacher Evaluation in Connecticut: Questions and Answers. This description follows:

> *At the close of the Connecticut State Legislature in 1973, an amendment requiring teacher evaluation was added to the Tenure Act. Superintendents of Schools were to evaluate their teachers annually and the State Board of Education was to establish minimum performance criteria for such evaluation.*
>
> *The educational organizations of the State were asked to appoint members to a committee to assist the State Department of Education in the task of establishing the criteria. Sixteen other states had previously*

passed accountability or similiar evaluation laws.

Some states had specified in detail the methods to be used for such evaluations. A few had established a standard for expected student progress in each subject. Yet no satisfactory way had been found to isolate the effects of a teacher from the other influences on the student. Evidence seemed to indicate that such legislation fared best when the State mandated evaluation and left the specific method to local initiative.

It was clear that the success of any plan would call for cooperation from all segments of the educational community. The members of the Advisory Committee made a genuine attempt to represent the viewpoints of their respective organizations and at the same time comply with the spirit of the law. Two important principles were agreed upon:

1. The primary purpose of teacher evaluation should be the improvement of the student learning experience.
2. The local school systems should establish their own educational goals. Such goals and subsequent objectives should form the basis for the evaluation.

Obstacles in the way of developing a plan based on these principles were the association of teacher evaluation with the Tenure Act and the requirement for minimum performance criteria. The former implied an evaluation system dominated by administrators in a legalistic setting. The latter required

the setting of exact standards at the state level and was contrary to feelings of the Committee.

Members of the Education Committee of the State Legislature were asked to join in a dialogue over these issues. It was mutually decided to recommend changes in Legislation; i.e. that teacher evaluation be removed from the Tenure Act; that the State Board of Education establish guidelines for the development of local evaluation plans. These suggestions were accepted by the Legislature and incorporated in the present Act, P.A. 74-278, now Connecticut General Statutes 10-151b.

The Connecticut legislature passed "An Act Concerning Teacher Evaluation" on July 1, 1974 and the responsibility of developing guidelines for its implementation was given to the State Board of Education. The State Board of Education with the assistance of the Teacher Evaluation Advisory Committee identified four Guiding Principals and Eleven Guidelines necessary to insure that the law was satisfactorily implemented in the Connecticut school districts. All school districts were allowed five years (to July 1979) to develop, field test, and implement their own plan for teacher evaluation in accordance with the guidelines established by the State Board of Education. Annual self-evaluation reports are filed by each district in January of each year to determine the extent of progress in this process. In addition, the CSDE has instituted an On-Site Teacher Evaluation Pilot Study to permit an accurate determination of the degree of local district compliance and the needs of local districts for support services in this regard. In order to facilitate the analysis of progress reports several criteria for each guideline were developed. The following information has been disseminated to school districts through several vehicles during the past four

years and is probably not new to anyone reading this document. It is presented here to serve as a reference for the sections to follow.

CONNECTICUT'S TEACHER EVALUATION LAW

Connecticut General Statutes Section 10-151b.

Evaluation by superintendents of certain educational personnel.

(a) The superintendent of each school district shall, in accordance with guidelines established by the state board of education for the development of evaluation programs and such other guidelines as may be established by mutual agreement between the town or regional board of education and the teachers' representative chosen pursuant to section 10-153b of the general statutes, continuously evaluate or cause to be evaluated each teacher. The superintendent shall report the status of such evaluations to the town or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each employee of a board of education below the rank of superintendent, who holds a certificate or permit issued by the state board of education.

(b) On or before January First of each year, each town or regional school district shall submit, in writing, to the state board of education a report on the development and implementation of teacher evaluation programs consistant with guidelines established by the state board of education.

GUIDELINES FOR TEACHER EVALUATION

The following guidelines have been established by the State Board of Education to serve as a framework within which each school district can now develop or adapt its program of evaluation of professional staff. While they have the force of law behind them, these guidelines have been developed as a means of improving the learning experiences of students. It is believed that the approaches to staff evaluation laid down in these guidelines pave

the way to positive approaches that can be characterized by such terms as mutuality, planning, trust, and self-evaluation.

GUIDING PRINCIPLES

A school environment in which a teacher may most fully develop the art and science of teaching is essential. These guidelines are prepared in an effort to help create such an environment in every school system in Connecticut.

I. The primary purpose of teacher evaluation is the improvement of the student learning experience.

Teacher evaluation should be a continuing process through which the professional performance of a teacher is enhanced.

Performance should be evaluated in terms of the degree of which activities have met cooperatively predetermined goals and objectives appropriate to the individual's professional role in the context of the specific educational environment.

II. The local school district establishes its own educational goals. Such goals form the basis of the teacher evaluation program.

The goals of an educational system may be described as those ultimate general behaviors expected of most students. As such, in at least a broad sense they describe and define for the instructional and special service as well as administrative staffs the targets toward which their efforts should be directed. Such goals should be established at the local level so that a teacher may set meaningful objectives upon which to be evaluated. Based on such goals, objectives will be developed by the various units of the school system and will form the basis of the teacher evaluation program. Within those units, the teacher (as defined in the statutes) must recognize how he contributes toward reaching those goals.

III. Ample time is provided for this goal-oriented approach to teacher evaluation.

At least five years should be allowed for the development, design, field-testing and review of the evaluation, with progress reports from the school districts made annually to the State Board of Education.

IV. A fiscal support system is established for the purpose of assisting school districts to prepare for and conduct evaluations.

At the local level, planning and implementing an evaluation program require time and personnel. Conditions in each local district vary, and each district will have to assess its status in this regard. Funds will be needed for such a program, not only for implementation purposes, but also for the purposes of inservice training. The State Department of Education has a responsibility for helping with broadly recognized needs in the upgrading and advancing of competencies in personnel evaluation. This in turn requires funding provisions at the state level.

TEACHER EVALUATION PROGRAM GUIDELINES AND CRITERIA

The criteria for each guideline have been developed by the State Department of Education and have the approval of the State Teacher Evaluation Advisory Committee. They have been used for three years in evaluating local school district progress reports on teacher evaluation programs.

GUIDELINE I. Each professional shall cooperatively determine with the evaluator(s) the objectives upon which his or her evaluation shall be based.

CRITERIA:

1.1 Written objectives for the evaluatees are developed.

1.2 Objectives are stated in operational (observable) terms.

1.3 Teachers and administrators work together in developing objectives.

1.4 Objectives are jointly approved.

GUIDELINE II. The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff.

CRITERIA:

2.1 There is input from all reference groups.

2.2 There is substantial approval of program by all groups.

2.3 Active roles for each group are specified.

2.4 There is a procedure to provide feedback from all groups concerning the evaluation program.

GUIDELINE III. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.

CRITERIA:

3.1 There is a clear written statement of the purposes of the evaluation program.

3.2 Statement of purposes is widely distributed to evaluators.

3.3 Statement of purposes is widely distributed to those to be evaluated.

3.4 Statement of purposes is explained and discussed with and by all reference groups.

GUIDELINE IV. The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation.

CRITERIA:

4.1 General responsibilities of each professional position are defined in writing.

4.2 Tasks for each individual are specified.

4.3 Above procedures serve as a reference for evaluations.

GUIDELINE V. The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position.

CRITERIA:

5.1 The evaluation process clearly states the responsibility of the evaluator to the evaluatee.

5.2 The evaluation process clearly states to whom and for whom each person is responsible in the evaluation process.

5.3 The evaluation process clearly states how (methods/procedures) the evaluation is to be carried out.

GUIDELINE VI. Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve.

CRITERIA:

6.1 Evaluation procedures utilized deal with identification of strengths and weaknesses of the teaching-learning process.

6.2 Outcomes of the evaluation process is a plan or prescription for improving the teaching-learning process.

GUIDELINE VII. Evaluation should take into account influences on the learning environment such as material and professional resources.

CRITERIA:

7.1 The evaluation process takes into consideration the level of support resources and other influences affecting the achievement of objectives.

GUIDELINE VIII. Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways.

CRITERIA:

8.1 Opportunities are provided to each professional staff member to conduct a self-evaluation.

8.2 Individuals are given the opportunity to include self-evaluation reports as part of the total evaluation report.

GUIDELINE IX. The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.

CRITERIA:

9.1 The evaluation plan focuses on strengths of professional staff members, not just weaknesses.

9.2 There is a clear statement of responsibility for maintaining and enhancing the self-image and self-respect of all professional staff throughout the evaluation process.

GUIDELINE X. The nature of the evaluations is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experiences provided children.

CRITERIA:

10.1 The evaluation program clearly states encouragement of teacher creativity and experimentation in planning and guiding the teaching-learning experience provided children.

10.2 The evaluation program makes provision for teacher creativity and experimentation in planning and guiding the teaching-learning experience provided children.

GUIDELINE XI. The program makes ample provision for clear, personalized constructive feedback.

CRITERIA:

11.1 A procedure (conference or written report) for review of the

evaluation is provided.

11.2 Feedback is given on an individual basis.

11.3 Feedback is based on diagnosis of the teaching-learning process and includes positive suggestions for improvement.

A PROGRESS ASSESSMENT SHALL BE THE RESPONSIBILITY OF THE STATE DEPARTMENT OF EDUCATION:

1. The Department inventories each school district as to (1) the status and (2) plans for development of a teacher evaluation program. Programs are reviewed in terms of the extent to which they are meeting the guidelines.
2. The Department communicates to each superintendent the results of its review, its understanding of the timetable proposed in the school district's plans, and any recommendations for adjustment to such plans.
3. Each Superintendent receiving recommendations for adjustments to plans acknowledges such recommendations and agrees to incorporate such recommendations into a revised plan. Any superintendent who does not agree with the recommendations requests a meeting with the Department for the purpose of clarifying and setting forth an alternate plan to fully implement an effective evaluation program within a reasonable period of time.

COMPLIANCE WITH THE CONNECTICUT TEACHER EVALUATION LAW

The State Board of Education and the Teacher Evaluation Advisory Committee view compliance with Connecticut General Statutes Section 10-151b as a Connecticut School District conforming with the intent of the legislature in implementing this statute. The intent of the legislature is described in the State Board of Education guidelines accompanying this statute, and the approved criteria which are used to help determine whether these guidelines have been implemented. Therefore, compliance includes the following actions by the Superintendent of Schools of each Local Education Agency:

(a) *reporting to the State Board of Education by 1 January of each year reasonable but definite progress in planning and developing an evaluation program that will be fully operational on or before 1 September 1979 (this program must be in accordance with the State Board of Education guidelines and such other guidelines as may be established by mutual agreement between the town or regional board of education and the teachers' representative);*

(b) *continuously evaluating all certified employees below the level of Superintendent;*

(c) *reporting to the town or regional board of education the status of personnel evaluations, on or before 1 June of each year.*

Summary. The need for teacher evaluation has been recognized for many years. Undertaken as a positive and constructive program, it can assist in the continual improvement of the educational system. The teacher evaluation law in Connecticut and the guidelines for its implementation have been developed to construct a program to meet this opportunity.

3 cooperative planning

"I think we must recognize that any kind of evaluation plan... is going to require a certain amount of time and effort. The important point is - what do we get out of it? What are the benefits in terms of improved education?...If we are going to have an evaluation plan we should be determined to make it a good one - even if it means standing shoulder to shoulder and fighting for it."

-Norman B. Scharer

The success of an evaluation program is certainly tied to the feelings of involvement in its development and of "ownership" by the participants. This is especially true in the area of teacher evaluation where some dissatisfaction with the philosophy, procedures and results may exist.

Often teacher evaluation has had a low priority and has been given less time than it deserved. Evaluations were often dominated by supervisors with the teacher assuming a passive role while supervisors observed, marked check lists, and wrote reports. As a result, evaluations were used to make judgments about teachers after the fact.

One of the significant benefits of this legislation has been the involvment of teachers and administrators in examining the strengths and weaknesses of their present evaluation programs and learning of the positive

potential for improving the student learning experience through the evaluation program.

Guideline II states that the "evaluation program (be) cooperatively planned, carried out and evaluated by all levels of the staff." The State Teacher Evaluation Advisory Committee has identified four criteria for attending to this task:

1. *There is input from all reference groups.*
2. *There is substantial approval of program by all groups.*
3. *Active roles for each group are specified.*
4. *There is a procedure to provide feedback from all groups concerning the evaluation program.*

In short, all those affected by the program should be involved in its development, implementation,and evaluation. This does not mean that every staff member should serve on the Steering Committee, but each staff member should identify with at least one Steering Committee member representing them.

Neither does this imply that the evaluation program is to be negotiated. The recommendation of both the State Department of Education and the State Teacher Evaluation Advisory Committee is that teacher evaluation not be included as an issue in the collective bargaining of teacher contracts.

Many districts have found that a permanent systemwide Steering Committee with ad hoc task forces formed for specific activities is the most efficient way to organize. The permanent Steering Committee is responsible for communications within the school system and community, and with the State Department of Education; identifying specific tasks and activities;

selecting and monitoring ad hoc task forces; and preparing, evaluating and modifying the evaluation program.

Forming the permanent Steering Committee is an early critical task of the Superintendent in developing an evaluation program. The participants selected should be representative of the various groups in the school district to be affected by the program (ie: classroom teachers, department heads, assistant principals, principals, special teachers, system-wide coordinators, and central office staff). Each member's role will be to insure that the evaluation program is effective in carrying out its purposes as well as being relevant to the particular group they represent. They share the responsibility of keeping their particular constituency informed of the developing program and reflecting their input and concerns.

It is important that the permanent Steering Committee clearly understand that their responsibility is to develop, implement, and evaluate a systemwide evaluation program that transcends any one particular group. The program must be responsive to each group but still be consistant throughout the system.

In some districts, committee members are selected by the superintendent. In other districts, the groups select their own representatives. The latter is often preferred to reduce the concern of a group that their perspective is not being fairly considered. The size of the committee and number of representatives from each group can be determined when a nucleus of the committee is formed. The spirit of the committee is to reach informed consensus rather than to rely on majority rule. The criteria for determining the number of representatives from a group should be adequate representation and input and not number of votes. Volunteers may be preferred.

The permanent Steering Committee may need to meet weekly at first. The agenda and scope of tasks should determine the number and length of meetings. It is very important that the committee members recognize and understand the commitment necessary for participating on this committee.

Ad hoc task forces will be necessary, especially during the development of the evaluation program. These groups will have a specific task to address of a concrete nature and within a limited time frame. Task forces may be formed for setting system-wide goals, writing job descriptions for various positions, developing self-evaluation instruments, and providing training for staff members. The Steering Committee should identify these tasks, set the time constraints, select the task force members, and monitor progress.

The Steering Committee agenda should include:

- Stating the purposes of the evaluation program.
- Developing an evaluation process.
- Assisting the Board of Education in setting system-wide goals.
- Defining the general responsibilities of each position.
- Developing job descriptions.
- Identifying the accountability relationships.
- Developing self-evaluation procedures.
- Training staff in the evaluation program.
- Communicating with staff, Board of Education, Community, State Department of Education.
- Cooperating with the State Department of Education on-site evaluation study.
- Complying with the State Department of Education monitoring procedures.

Summary. The formation of a Permanent Steering Committee on Teacher Evaluation in each school district will insure the involvement and contribution of all levels of staff in the development, implementation, and evaluation of a program. Ad hoc task forces may be necessary to address the many tasks to be completed in this effort.

4 purposes

"When the purpose of evaluation becomes the improvement of teaching performance instead of merely rating it, results are more productive. Most people want to do better work."

- George Redfern

The Connecticut State Board of Education, in accordance with Connecticut General Statutes 10-151b, the Teacher Evaluation Law, established that the "primary purpose of teacher evaluation is the improvement of the student learning experience." This has become Guiding Principle I of the Guidelines for Teacher Evaluation. Guiding Principle I also states that "teacher evaluation should be a continuing process through which the professional performance of a teacher is enhanced."

One of the earliest tasks of the Steering Committee is to identify other purposes for the local teacher evaluation program. These purposes will help form the basis for determining the success of the evaluation program. Guideline III states that "tne purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated." The four criteria for this are:

1. *There is a clear written statement of the purposes of the evaluation program.*
2. *The statement of purposes is widely distributed to evaluators.*
3. *The statement of purposes is widely distributed to those to be evaluated.*
4. *The statement of purposes is explained and discussed with and by all reference groups.*

It is clear that the identification of improvement of the student learning experience as the "primary" purpose and the use of the plural "purposes" in Guideline III indicates that secondary purposes are to be identified. Teacher evaluation programs can have secondary purposes as long as the primary purpose is clearly stated and fully operational. These secondary purposes must be cooperatively planned, carried out, evaluated, clearly stated in writing and well known to evaluators and those being evaluated. The Steering Committee is responsible for setting the purposes and meeting the above criteria.

Additional purposes for the evaluation program suggested by Connecticut School districts are:

1. To recognize outstanding staff performance.
2. To recommend and support needed improvements.
3. To validate the staff selection and placement process.
4. To facilitate re-assignments.
5. To plan for individual staff members.
6. To identify general inservice needs.
7. To safeguard the school system and its clients.
8. To identify needed budget requests.
9. To motivate professional growth.
10. To enhance the total learning environment.

11. To facilitate parent conferences.
12. To create teacher self-awareness.
13. To promote equalization of learning opportunity.
14. Improving staff performance.
15. To certify to the community that the educational system is sound.
16. To document staff performance to the Board of Education.
17. To assist teacher creativity.
18. To assist teachers in self-examination and renewal.
19. To strengthen the curriculum.
20. To foster a cluster relationship between supervisors and those to be evaluated.
21. To coordinate individual performance objectives with school or system goals.
22. To insure the efficient and effective use of all available resources.
23. To facilitate communication between different levels of the school system.
24. To establish teaching teams.
25. Recognition of individual contribution to the educational system.

Many more can be listed, but the important point is that the Steering Committee should attend to this task as soon as possible and that the purposes reflect the real needs of the school district and community. The resultant evaluation program should be designed to address these purposes.

Summary. The Steering Committee on Teacher Evaluation should determine the secondary purposes for the local evaluation program. The guidelines establish the primary purpose as the improvement of the student learning experience.

5 the evaluation process

"Performance evaluation is something of a misnomer. It is based upon deep involvement. The process is based upon work objectives rather than personality features. It is analytic and diagnostic. The evaluator's role is quite unlike that of the rater. Performance evaluation is in fact a new method of carrying out, accounting for and improving work performance in an organization. It is communication, supervision, motivation, involvement, decision-making, accountability and job satisfaction - all part of a day-to-day procedure which bears the label of evaluation."

- Harold Armstrong

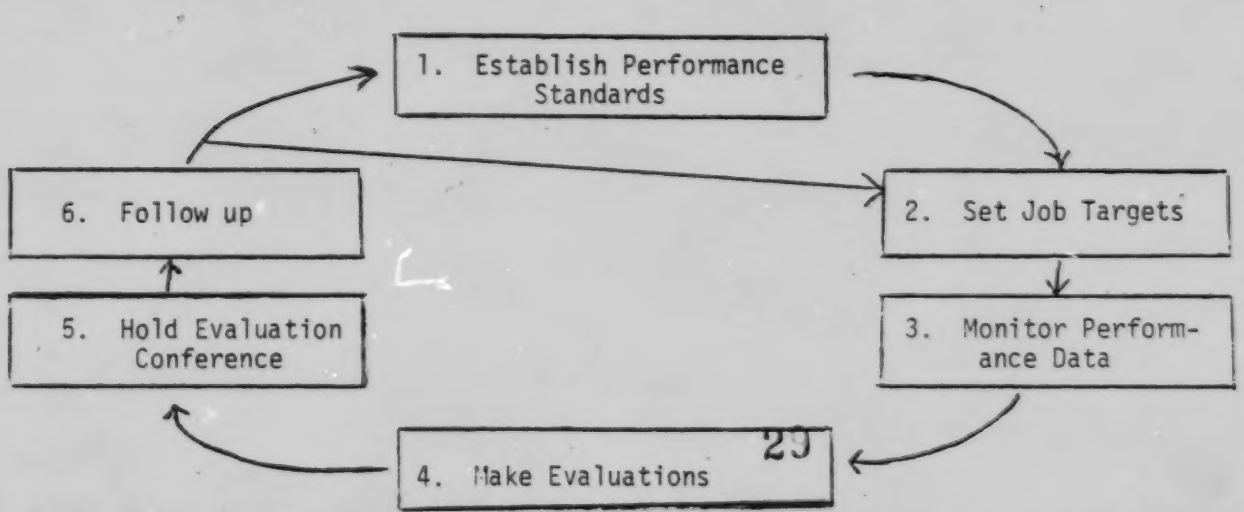
Delineating the components of the evaluation program is an important responsibility of the Steering Committee. Implementing the evaluation program requires communications, training, specific steps and procedures, forms and formats, rules and responsibilities, and time considerations. Once these components are identified by the Steering Committee, ad hoc task forces can be formed to explore them.

A suggested method to identify these components is to examine the present evaluation system. The following procedure can assist you in

this task.

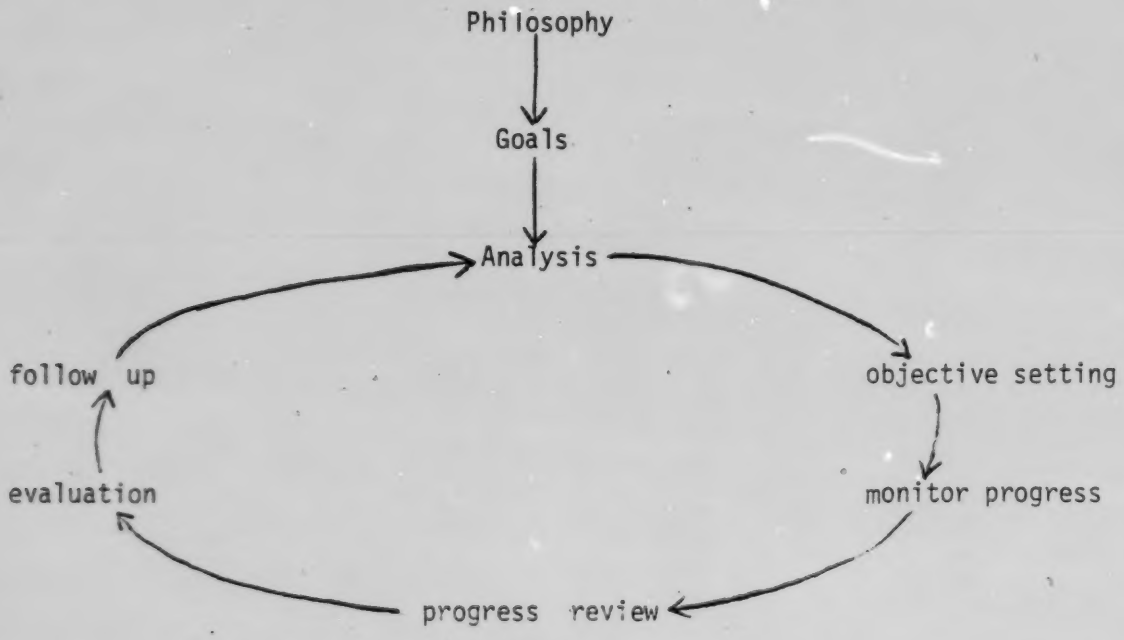
1. Factually describe the present evaluation program. Make two lists if differences exist among elementary and secondary.
2. Subjectively describe the present program.
3. Identify the strong points.
4. Identify the weak points.
5. Evaluate the present system by comparing it to the purposes.
6. Compile a list of strong points that the Committee feels should be retained. For example: classroom visits by principals.
7. Compile a list of weak points that need to be improved. For example: no self-evaluation.
8. Identify what is necessary to strengthen the weak points.
9. Consolidate the above lists.
10. Match the resultant list with the Guidelines. Are any guidelines or criteria not adequately addressed?

At this time, the Committee should have a fairly comprehensive idea of what the components of the evaluation program should be. The next step is to place them into some relation with each other. Many models exist. George Redfern (1972) identifies six steps as follows.

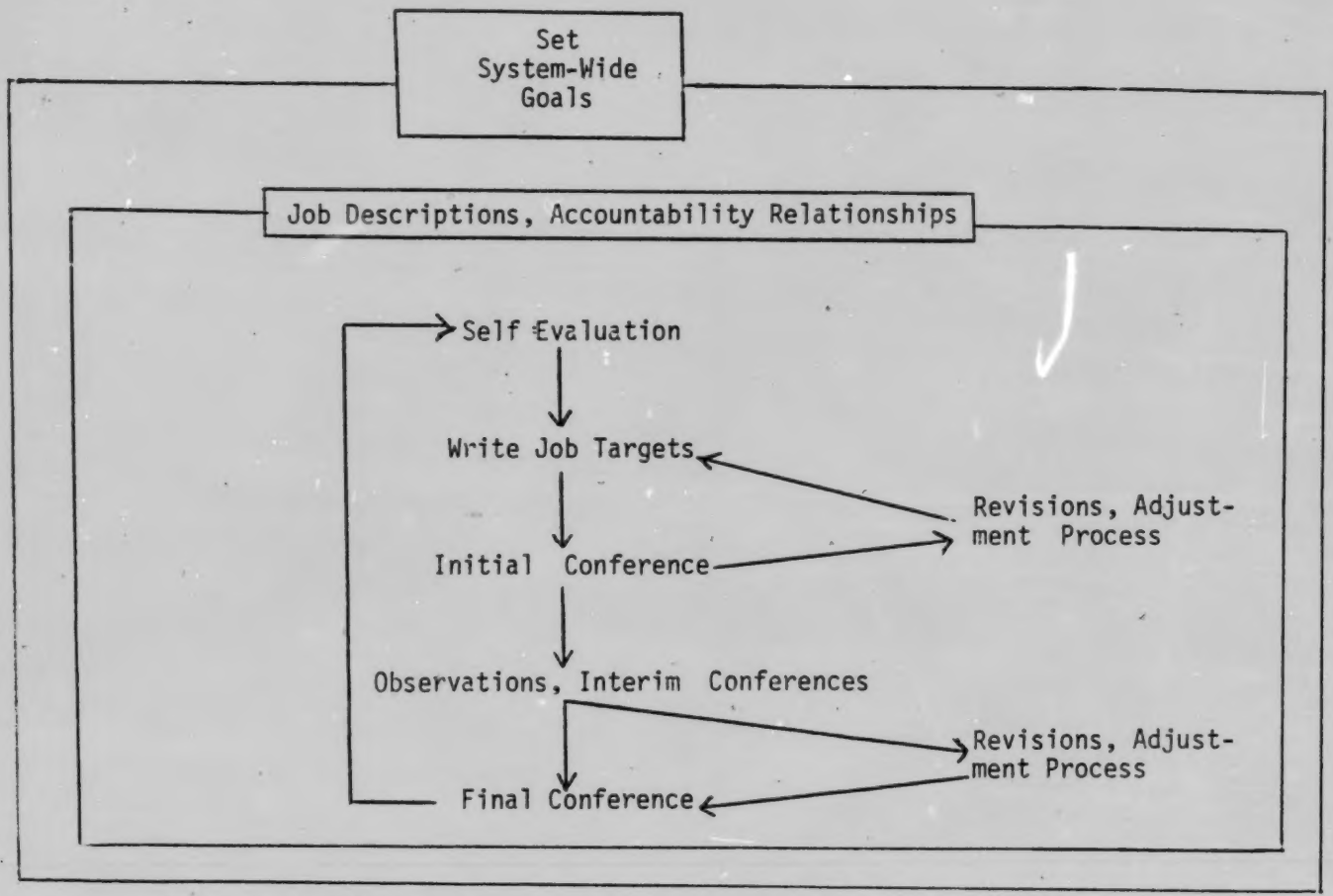


The "Redfern Approach" recognizes that performance standards: (1) should be set and known by the participants and the job targets (2) are set with these in mind and agreed to. The supervisor will monitor progress (3) and collect performance data - the teacher does so as well - and makes evaluation decisions(4) to be shared at the evaluation conference (5). Adjustments(6) may be made to the performance standards and/or new targets are set for the cycle to continue.

Allen, Lyons, and Reynolds (1976) differentiate between formative and summative teacher evaluation programs and suggest a model that combines both. Their formative model follows, the summative model ends in a decision to terminate or rehire. As can be noted, it is similar to the Redfern model.



A similar model can be constructed by the Committee as a result of their examination of the present system, purposes, and the Guidelines. The following model is an example of the result of such a process.



The model sets up a framework of system-wide goals and job descriptions with accountability relationships. The teacher (or other staff person to be evaluated) conducts a self-evaluation reflecting on the goals and particular job descriptions as well as the results of previous evaluations. Job targets

are written and presented at an intial conference with the supervisor. When agreement is reached by the participants, observations and/or interim conferences are scheduled and carried out. Data on the success of the teacher's performance is shared in the final conference and provides input to the teacher's self-evaluation. The revisions and adjustment process recognize that a formal structure needs to exist to resolve differences in opinion to keep the evaluation program moving.

A similar system is presented in the chart on the next page which can be used as a model for the overall plan and the relationships of the various steps to each other.

As shown in the model, the person to be evaluated reflects on his or her job description and responsibilities as well as the system or school goal priorities in conducting a self-evaluation. This information is used to formulate job targets and action plans in conjunction with previous conferencing information.

The person to be evaluated meets with his or her evaluator to reach mutual understanding and agreement on the tasks to be performed and evaluated. A number of observations and/or interim conferences may be necessary and may lead to a rewriting of targets and/or action plans or to the final conference. At the final conference, the person evaluated has made a self-evaluation of progress and, with the evaluator, reaches agreement on the level of success attained.

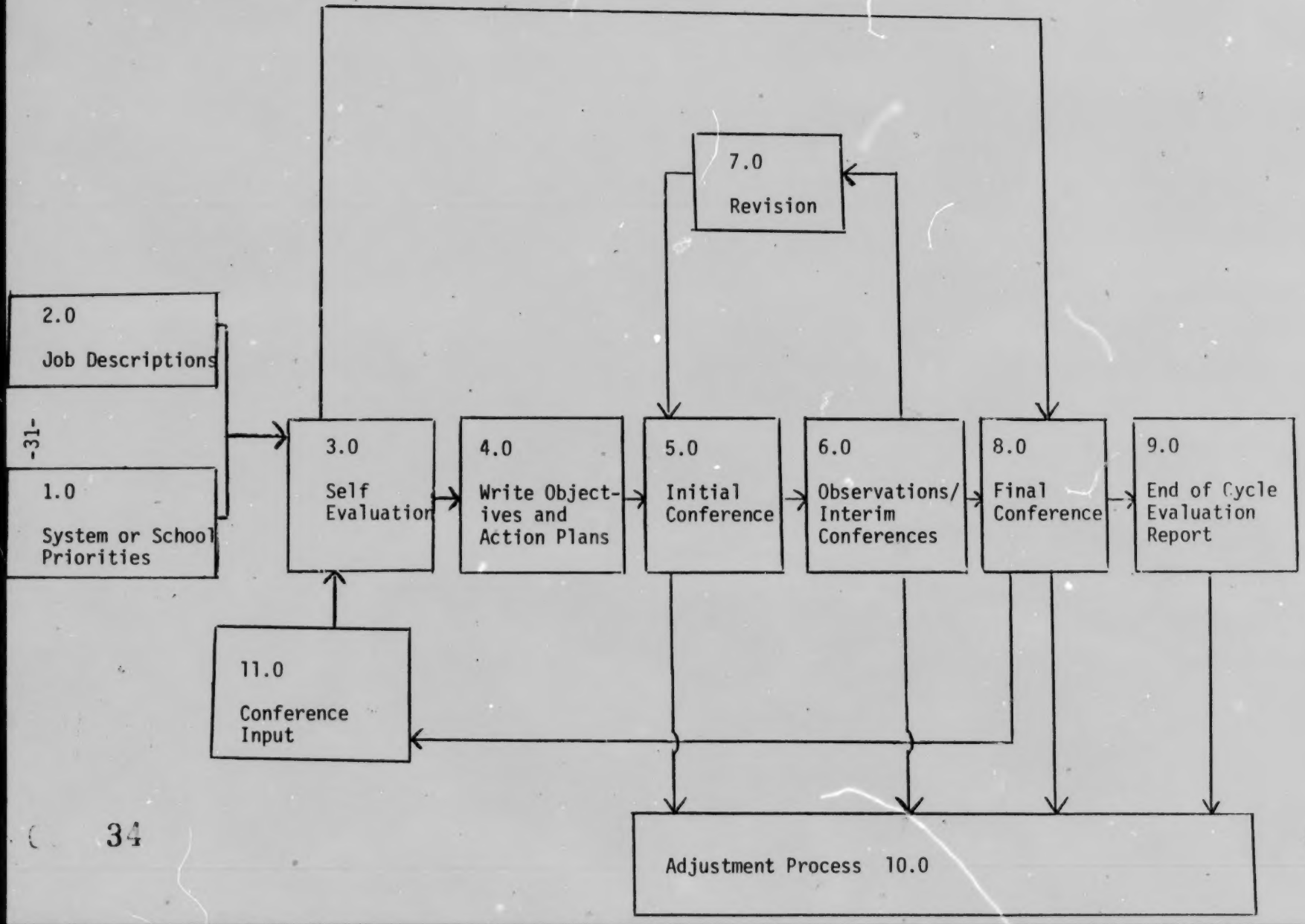
The cycle is completed when each prime participant signs the evaluation report. If there is difficulty at any step, the adjustment process is used.

When the evaluation is defined, task forces can be formed to focus on the procedures and forms necessary for each component.

Also to be determined is how the evaluation program will evaluate teachers other than on the accomplishment of performance objectives. The general responsibilities that teachers hold need to be evaluated as part of

a comprehensive evaluation. Chapter Seven suggests what some of these general responsibilities can be. The Steering Committee should address the task of defining the general responsibilities for each position to be evaluated and the method to be used for evaluation.

Summary. The task of communicating and instituting the evaluation program will be made easier if the process is described as a series of steps or displayed in a graphic model. Often, this model can be useful in determining inservice needs and setting implementation schedules as well as assisting readers in understanding the components and their interrelationships.


7.0
Revision
2.0
Job Descriptions
1.0
System or School Priorities
3.0
Self Evaluation
4.0
Write Objectives and Action Plans
5.0
Initial Conference
6.0
Observations/ Interim Conferences
8.0
Final Conference
9.0
End of Cycle Evaluation Report
11.0
Conference Input
Adjustment Process 10.0

6 setting systemwide goals

"Cheshire Puss", Alice began, "would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to", said the Cat.

"I don't much care where", said Alice.

"Then it doesn't matter which way you go", said the Cat.

"...so long as I get somewhere", Alice said, as an explanation.

"Oh, you're sure to do that", said the Cat, "if you only walk long enough."

-Lewis Carroll
Alice's Adventures in Wonderland

Alice's dilemma is shared by a number of school districts. A clear definition of what the educational system is striving to achieve within its resources is necessary to a sound teacher evaluation program.

Guiding Principal II states that "The local school district establishes its own educational goals. Such goals form the basis of the teacher evaluation program."

The model for a teacher performance evaluation program presented in the previous section identifies system-wide goals as a necessary framework for the process.

The goals of a school district should describe the general behaviors expected from the student body. They set the standards for defining the educated citizen in a school district. Virtually every school district has adopted a set of goals usually in tandem with a philosophy of education. What is important in teacher evaluation is that the goals are intended to be understood and used by all levels of staff in defining their particular role in the educational system. Each educator must be aware of how he or she contributes toward reaching these goals as part of a coordinated system of instruction.

The literature is replete with suggested goals for school districts. It is especially important that Guiding Principal II states that goals be established at the local level.

The State Board of Education has accepted six working goals to serve as criteria in providing leadership and services to local school districts. These goals were developed after the State Department of Education conducted a statewide study resulting in the report entitled Connecticut Citizens Response to Educational Goals (1971-1972). The six major goals presented here can serve as a reference for local school districts in developing and adopting their own goals.

1. *Each student learns to communicate effectively.*
2. *Each student accepts learning as a lifelong continuing process of self development.*

3. *Each student develops the skills, knowledge, and values necessary for responsible citizenship.*
4. *Each student increases ability to understand self and to function in one's own environment.*
5. *Each student acquires habits and attitudes which have proven of value for health and family life.*
6. *Each student applies accumulated knowledge and skills to present day living.*

It has already been stressed that the professional staff must clearly understand how their individual evaluations and the entire evaluation program contribute toward reaching the school district goals and objectives. The community, as well as the professional staff, should be involved in defining the educational goals for their school district. It was stated earlier that educational goals are suggested in the popular press as well as in professional literature.

The following process can be used by the Steering Committee to generate goals.

Step One: Compile a list of goals for education as found in the literature and from other school districts. An ERIC search is recommended.

Step Two: Conduct focused interviews with staff, students, parents, experts in the field, selected community members, business and industry representatives to serve as a test of completness of the list compiled in Step One.

Step Three: Compare the goals listed in an attempt to eliminate redundant goals and collapse the list. Be attentive to goals that are actually sub-goals or objectives of other goals.

Step Four: Edit the remaining list to be consistant in language and to avoid overlap.

Step Five: Present the list to the group participating in Step Two to gain their reaction. Edit accordingly.

Step Six (optional): Conduct a community-wide field test asking respondents to indicate their degree of acceptance of each goal as a goal for the local education system. The purpose should not be to rank them but to determine if each is locally valid.

Step Seven: Formal adoption by the local Board of Education.

Whereas it may be relatively easy to gain consensus on the specific educational goals to be adopted by a school district, agreeing on their relative importance is more difficult. No school district has unlimited resources available to operate an educational system. Decisions are continually being made on the basis of priorities at any particular time. Adopting a set of educational goals is only the first step. Setting priorities for these goals- both short and long term- is equally important. Recognizing that a community's priorities for the educational system changes over time, the prioritization process must be ongoing and involve as true a representation of the community as possible.

The Phi Delta Kappa materials on "Educational Goals and Objectives" (distributed by the Commission on Educational Planning - Phi Delta Kappa, Inc., P.O. Box 789, Bloomington, Indiana 47401) can serve as an excellent cost-effective model for such a goal setting and prioritization process. PDK has identified the following eighteen (18) major goals and related sub-goals. The school district is encouraged to delete, modify, or supplement these with those adopted locally.

The PDK process for community goal setting involves two phases. The first is to determine the relative value of the educational goals (prioritize). The second is to determine how well the school system is addressing each goal. Both phases involve the community and staff in a series of

activities designed to generate discussion and reach consensus.

Summary. The Steering Committee should assist the Board of Education in establishing goals for the educational system and identifying the priority of these goals. This prioritized list of goals will serve as a framework for the evaluation process. Efforts should be made to involve the community in this process.

LIST OF GOALS AND SIMILAR SUB-GOALS
(Not in order of priority)

I. LEARN HOW TO BE A GOOD CITIZEN

A. Develop an awareness of civic rights and responsibilities.
B. Develop attitudes for productive citizenship in a democracy.
C. Develop an attitude of respect for personal and public property.
D. Develop an understanding of the obligations and responsibilities of citizenship.

II. LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY

A. Develop an appreciation for and an understanding of other people and other cultures.
B. Develop an understanding of political, economic, and social patterns of the rest of the world.
C. Develop awareness of the interdependence of races, creeds, nations, and cultures.
D. Develop an awareness of the processes of group relationships.

III. LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD

A. Develop ability to adjust to the changing demands of society.
B. Develop an awareness and the ability to adjust to a changing world and its problems.
C. Develop understanding of the past, identify with the present, and the ability to meet the future.

IV. DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING

A. Develop ability to communicate ideas and feelings effectively.
B. Develop skills in oral and written English.

V. UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS

A. Develop loyalty to American democratic ideals.
B. Develop patriotism and loyalty to ideas of democracy.
C. Develop knowledge and appreciation of the rights and privileges in our democracy.
D. Develop an understanding of our American heritage.

VI. LEARN HOW TO EXAMINE AND USE INFORMATION

A. Develop ability to examine constructively and creatively.
B. Develop ability to use scientific methods.
C. Develop reasoning abilities.
D. Develop skills to think and proceed logically.

VII. UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING

A. Develop understanding and appreciation of the principles of living in the family group.
B. Develop attitudes leading to acceptance of responsibilities as family members.

C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

VIII. LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE

A. Develop appreciation and respect for the worth and dignity of individuals.
B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
C. Develop a cooperative attitude toward living and working with others.

IX. DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK

A. Develop abilities and skills needed for immediate employment.
B. Develop an awareness of opportunities and requirements related to a specific field of work.
C. Develop an appreciation of good workmanship.

X. LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES

A. Develop an understanding of economic principles and responsibilities.
B. Develop ability and understanding in personal buying, selling and investment.
C. Develop skills in management of natural and human resources and man's environment.

IX. DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE

A. Develop intellectual curiosity and eagerness for lifelong learning.
B. Develop positive attitude toward learning.
C. Develop a positive attitude toward continuing independent education.

XII. LEARN HOW TO USE LEISURE TIME

A. Develop ability to use leisure time productively.
B. Develop a positive attitude toward participation in a range of leisure time activities - physical, intellectual, and creative.
C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

XIII. PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY

A. Establish an effective individual physical fitness program.
B. Develop an understanding of good physical health and well being.
C. Establish sound personal health habits and information.
D. Develop a concern for public health and safety.

XIV. APPRECIATE CULTURE AND BEAUTY IN THE WORLD

A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
B. Cultivate appreciation for beauty in various forms.
C. Develop creative self-expression through various media (art, music, writing, etc.).
D. Develop special talents in music, art, literature and foreign languages.

XV. GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS

A. Promote self-understanding and self-direction in relation to student's occupational interests.
B. Develop the ability to use information and counseling services related to the selection of a job.
C. Develop a knowledge of specific information about a particular vocation.

XVI. DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH

A. Develop a feeling of student pride in his achievement and progress.
B. Develop self-understanding and self-awareness.
C. Develop the student's feeling of positive self-worth, security, and self-assurance.

XVII. DEVELOP GOOD CHARACTER AND SELF-RESPECT

A. Develop moral responsibilities and a sound ethical and moral behavior.
B. Develop the student's capacity to discipline himself to work, study, and play constructively.
C. Develop a moral and ethical sense of values, goals, and processes of free society.
D. Develop standards of personal character and ideas.

XVIII. GAIN A GENERAL EDUCATION

A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
B. Develop a fund of information and concepts.
C. Develop special interests and abilities.

7 job descriptions

"Success is best explained by unremitting attention to purpose."

- Benjamin Disraeli

Comprehensive job descriptions for all school personnel are a prerequisite of any staff performance evaluation program. Each of the models cited earlier depend upon job descriptions to serve as a frame of reference in defining the evaluation content for particular staff.

This is recognized in Guideline IV which reads: "The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation." The three criteria used to determine if this guideline is being satisfactorily addressed are:

1. *General responsibilities of each professional position are defined in writing.*
2. *Tasks for each individual are specified.*
3. *Above procedures serve as a reference for evaluators.*

That this is a major concern for school districts in Connecticut has been demonstrated by three independent evaluations of the implementation of G.S. Section 10-151b. Pages 46-48 of the CSDE study Teacher Evaluation in

Connecticut: Third Annual Report, 1976-77 support the concern that Guideline IV is not being properly implemented. This study found that "although a large number of districts have developed general responsibility (78%) and task statements (59%), a substantial minority (41%) do not use such statements as a basis for their evaluation programs." A needs assessment conducted by the Capitol Region Education Council (CREC) in cooperation with the University of Connecticut found that "less than 50% of teachers and special services personnel, but 70% of administrators believe the job descriptions serve as the basis for evaluation." This was confirmed by the Teacher Evaluation On-Site Pilot Study, 1976-1977 conducted by the CSDE where "only 35% of those interviewed and 51% of the questionnaire respondents believe that evaluators refer to the general responsibilities and specific tasks when evaluating the professional staff."

This is not too surprising since this study also found that "Approximately 39% of those interviewed and 59% of the questionnaire respondents believe that specific tasks and responsibilities are specified in writing."

Clearly much needs to be done in this critical area if job descriptions are to serve as a frame of reference for evaluators. Developing job descriptions may be the responsibility of several ad hoc task forces. These task forces will first define the general responsibilities for the particular positions for which they will be developing job descriptions.

For teachers, the following general responsibilities have been identified. This list is not presented as being complete but as a point of departure for the task force. The importance of this activity demands a comprehensive and concerted effort to insure realistic, understandable and usable job descriptions.

1. Instructional Procedures
2. Management Skills
3. Relationships with Students

4. Relationships with Parents
5. Intra-Staff Relationships
6. Relationships with Principal and Supervisors
7. Professional Participation
8. Personal Competencies
9. Professional Growth
10. Communications Skills

The identification of specific tasks is a more difficult assignment for the task forces to undertake. The following description of teacher performance areas is taken from the Hyde Park, New York school districts. They identified four broad performance areas with several general responsibilities with specific tasks for each area.

A. Instructional Skills

1. Planning and organization (Degree to which teaching is planned efficiently organized; provides learning experiences which are based upon needs, interests and abilities of individual learners).

   a. Establishes objectives for instructional activities.
   b. Makes realistic provisions for differences (ability, experiences, cultural values).
   c. Plans and provides for involvement of students in planning, selection and evaluation of program.
   d. Organized class to encourage student leadership and participation in decision making.
   e. Adjusts physical arrangements and modifies noise levels in order to accommodate variety of learning states.
   f. Establishes a routine for daily planning and evaluation.
   g. Establishes objectives in terms of school and district goals.
   h. Adopts principles of growth and development to the planning of learning activities.

2. Appropriateness of materials (Compatability of instructional materials with course of study; adoption of materials and methods to levels of learning ability of pupils).

   a. Individualizes instruction according to the learning style of each pupil.
   b. Uses prompt and frequent feedback to make learning tasks meaningful.

c. Demonstrates awareness of current events and cultural trends.
d. Consults specialists for materials suitable for the exceptional learner.
e. Monitors the learners progress and adjusts instructional level of materials to minimize frustration yet maintain challenge.
f. Brings to classroom related sources and materials beyond the classroom resources.

3. Resourcefulness and adaptability (Use of creative methods and procedures; adoption of unusual situations).

a. Utilizes variety of classroom activities.
b. Selects and uses a wide variety of instructional materials.
c. Provides abundant and varied opportunities for creative expression.
d. Helps student make application of his experiences to many situations.
e. Conducts effective discussion.
f. Provides opportunities for outside participation.
g. Encourages development of individual interests and creative activities.
h. Uses evaluation techniques to improve teaching-learning experiences.
i. Assists the learner in assuming an increasingly important role in the evaluation of his own growth and development.
j. Provides opportunities for students to develop qualities of leadership and self-direction.
k. Plan learning activities to utilize community resources.

4. Ability to motivate (Evidence of skill in drawing out pupils and getting them to achieve at their level of ability and potential).

a. Deals with each student according to his needs, aptitudes, talents, and learning style.
b. Uses variety of classroom activities.
c. Varies assignments according to student needs.
d. Draws on a background of study and experience to enrich the cultural growth of students.
e. Mediates the culture by providing opportunities for student expression of self in music, drama, other artistic forms.
f. Utilizes skill in enhancing multi-cultural relationships.
g. Solicits and accepts honest feedback from students.
h. Inspires students to participate in discussion and activities.
i. Conveys sense of enthusiasm.
j. Helps pupils believe that they should try harder to achieve.
k. Helps pupils experience social and intellectual satisfaction.
l. Helps the student see that subject matter and school achievement are relevant to his life outside the school.
m. Motivates differentially according to differences that exist from child to child and in the same child from time to time.
n. Uses positive motivation when appropriate.

5. Uses of resources (Make adequate use of specialist and consultant services, seeks helpful materials from resource centers, uses audio visual aids effectively, etc.).

a. Uses variety of resources and reference material including films, speakers, newspapers, etc. for information.
b. Contacts area and central office personnel and arranges for their working with students.
c. Makes available human and material resources in the community.
d. Use physical school environment to support current learning activities.
e. Uses community activities and responsibilities appropriate to their maturity.
f. Shows how to use resources to understand new current problems after leaving school.

6. Classroom techniques (Art of questioning, clarity of assignments, reaction to pupil response, utilization of interests and contributions of pupils).

a. Helps students share responsibility for carrying out classroom procedures.
b. Varies learning activities so that all students become participants.
c. Communicates, as needed, with student individually or in small groups.
d. Questions vary in type and difficulty for different students to make sure that each student understands.
e. Questions frequently are open-ended rather than questions with "Right" answer.
f. Adopts role of resource person and helper with student contributing to content and direction.
g. Changes classroom organization consistent with learning needs.
h. Sets an atmosphere of mutual respect of opinions between student and teacher.
i. Acts as conveyor of information only as needed, using lecturing when appropriate.
j. Provides time and opportunity for students to think or speculate and to make use of results.
k. Provides opportunity for student to learn how and when to work independently.
l. Provides for unusual ideas being entertained with respect.
m. Encourages student-student communication as well as student-teacher communication.
n. Encourages group cohesiveness.
o. Draws upon students experiences in planning lessons.

7. Parent Relationships (Skill in working cooperatively with parents; is tactful, yet frank).

a. Obtains parent assistance for school activities.
b. Encourages parents to visit classroom.
c. Conducts individual and group parent conferences with skill.
d. Works effectively with parents to define school objectives.
e. Interprets class work to parents, individually or as a group.
f. Confers with individual parents regarding their child's work and development.
g. Interprets school policies to give parents better understanding.

h. Maintains positive as well as negative communications with parents about students.

B. Management Ability

1. Relationships with pupils (Works with class as a unit and with pupils as individuals. Demonstrates genuine concern for students).

a. Utilizes effective procedures for collecting information about each student in seeking to understand each pupil, i.e., records, diagnostic tests, etc.
b. Demonstrates a genuine conern for students.
c. Surveys students as a group and consults with them individually.
d. Offers an open atmosphere in which others feel free to express themselves.
e. Assists student in defining realistic goals for self.
f. Directs student to sources of information on vocational opportunities and careers.
g. Accepts personal problems or handicaps with consideration, understanding, and sympathy.
h. Encourages high performance for individuals consistent with their ability.
i. Finds opportunity for each student to make some worthwile contributions to class group.
j. Uses all available resources such as pupil personal services and child study teams.

2. Discipline (Promotes efficient and constructive behavior patterns on part of the students and handles behavioral problems individually when possible).

a. Maintains an effective balance of freedom and security in the classroom. Follows and expects students to use democratic procedures which show consideration for rights of others.
b. Promotes efficient and constructive behavior patterns on part of the students and handles behavioral problems individually when possible.
c. Maintains good rapport with the students.
d. Attempts to help students change undesirable attitudes to desirable ones.
e. Recognizes, analyzes and attempts to correct causes of group or individual unrest.
f. Develops responsible student leadership and fellowship.
g. Shows consistency and fairness in dealing with pupils.
h. Generate warmth and understanding in the establishment of reasonable limits of behavior.

3. Personal efficiency (Evidence of management skills, attention to details, planning fulfillment of assignments, skill in care and use of materials and equipment, record keeping, attention to physical conditions and appearance of classroom, etc.).

a. Participates in the development and review of school policies and regulations.
b. Pays careful attention to necessary details.
c. Plans and fulfills all assignments. (Has organized work plans).
d. Shows skill in care and use of materials and equipment.

e. Maintains accurate pupil records.
f. Directs attention to physical conditions and appearance to classroom with specific reference to health and safety.
g. Plans and organizes classes and work so that a substitute teacher can take over in case of absence with a minimum of interruption of learning to the student.
h. Uses time efficiently.

C. Professional Responsibility

1. Commitment (Pride in Teaching as a profession).

a. Communicates positively with the community about the school and district.
b. Works to better the educational program for students.

2. Staff relations (Respects opinions of others; cooperates with total operation of the school; seeks and offers assistance when needed).

a. Consults with previous teachers, team teachers, and/or specialists.
b. Works with colleagues to evaluate the total program effectiveness.
c. Cooperates with colleagues and students to maintain good atmosphere.
d. Shares ideas, materials and methods with other teachers.

3. Out-of-class responsibilities (Carries a fair share of out-of-class responsibilities, supervises hallways and other areas when necessary, is prompt in arrival at school and classes and observes other required time schedules, accepts responsibility for the general welfare of the school, etc.).

a. Shows interest in assisting in out-of-class interests and activities.
b. Participates in school and district wide committees.

4. Ethics (Conducts self according to professional ethcial principles).

a. Observes school policies and legal regulations.
b. Shows understanding and good will toward people.
c. Handles personal information and records in a descreet manner.

5. Professional growth (Is continually striving to improve in classroom methods, teaching techniques, and recognizes a need to evaluate his professional performance.

a. Uses published materials pertinent to the profession and/or specific subject areas to improve instruction.
b. Participates in organizations or conferences supportive to instructional responsibilities.
c. Seek district services available for instructional support.
d. Participates in school, area and county inservice activities.
e. Takes advantage of opportunities to learn from colleagues, students, parents, and community.
f. Applies knowledge gained from travel, course work, reading, and other enrichment activities.
g. Seeks to find better methods of teaching through study, professional conferences or reading, suppervisory help and constant evaluation of teaching results.

D. Personal Qualities

1. Appearance and Manner (Displays general impression of appropriateness).

   a. Dresses and maintains a general appearance of a professional person.
   b. Meets people with poise and uses tact in discussion of problems.

2. Speech (Enunciation, pronunciation, modulation, correctness of speech).

   a. Oral speech habits include good usage of English and pronunciation.
   b. Written communications for pupils, parents or any professional purpose are in good form and good taste as well as showing correct spelling, grammar and handwriting.
   c. Vocally expresses ideas clearly.

3. Attitude (Is constructive, contributing member of staff, sense of humor, sense of fair play, enthusiastic about work, etc.).

   a. Utilizes such human relation techniques as acceptance, praise, and humor, when warranted.
   b. Helps build group morale in carrying out established policies and efforts to improve the general educational or school programs.
   c. Acknowledges the rights of others to hold views different than own.
   d. Attempts to balance organizational and personal needs.
   e. Believes that every individual is of infinite worth and must be helped to grow in the degree necessary to participate in our society.

4. Judgment

   a. Evidence of ability to adjust constructively to frustration and unpleasant situations.

      (1) Responds positively to challenges.
      (2) Copes objectively with the expression of frustration on the part of the children or parents.
      (3) Adjusts to constantly changing conditions.

   b. Is calm and mature in reactions (has self-control; able to cope with the unexpected; responds positively to constructive criticism).

      (1) Puts problems in perspective.
      (2) Listens and responds to the concern of others.
      (3) Accepts suggestions or criticisms and works on them constructively.
      (4) Uses rational approach to problem solving.

A format for preparing job descriptions is suggested by the National School Boards Association through their service "Job Descriptions in Education" (Job Description in Education Reference Manual, 1973., N.S.B.A., State National Bank Plaza, Evanston, Illinois 60201) following are their models for teacher and principal job descriptions.

Summary. Comprehensive job descriptions should be developed for all certified staff on a school district. These job descriptions can serve as a framework for the evaluation process as well as a means of establishing accountability relationships.

TITLE:	Teacher
QUALIFICATIONS:	As set by state certification authorities
REPORTS TO:	Principal
SUPERVISES:	Teacher Aide and Volunteers Assigned
JOB GOAL:	To help students learn subject matter and/or skills that will contribute to their development as mature, able, and responsible men and women.

PERFORMANCE RESPONSIBILITIES:

1. Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of students.
2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
3. Guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for all lessons, units, projects, and the like to communicate these objectives to students.
4. Employs instructional methods and materials that are most appropriate for meeting stated objectives.
5. Assesses the accomplishments of students on a regular basis and provides progress reports as required.
6. Diagnoses the learning disabilities of students on a regular basis, seeking the assistance of district specialists as required.
7. Counsels with colleagues, students and/or parents on a regular basis.
8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads evaluates their job performance.
10. Strives to maintain and improve professional competence.
11. Attends staff meetings and serves on staff committees as required.

TERMS OF EMPLOYMENT: Ten, eleven, or twelve month year. Salary and work year to be according to the current schedule.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Approved by:_____ Date:_____

Reviewed and agreed to by:_____Date:_____
(Incumbent)

TITLE: Principal

QUALIFICATIONS:

1. A master's degree, with a major in educational administration.
2. A valid state certificate to practice as a school principal.
3. At least three years of experience in public school administration and supervision.
4. At least two years of experience as a teacher.
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent

SUPERVISES:

1. Assistant Principals.
2. Teaching Staff and Paraprofessionals.
3. Other Professional Staff.
4. All Nonprofessional School Staff.
5. Other Resource and Service Personnel while Functioning in the Assigned School.

JOB GOAL: To use leadership, supervisory, and administrative skills so as to promote the educational development of each student.

PERFORMANCE RESPONSIBILITIES:

1. Supervises the school's educational program.
2. Assumes responsibility for the implementation and observance of all Board policies and regulations by the school's staff and students.
3. Assists in the development, revisions, and evaluation of the curriculum.
4. Supervises all professional, paraprofessional, administrative, and non-professional personnel attached to the school.
5. Assists in the recruiting, screening, hiring, training, assigning, and evaluating of the school's professional staff.
6. Assumes responsibility for the safety and administration of the school plant.
7. Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal.
8. Budgets school time to provide for the efficient conduct of school instruction and business.
9. Plans and supervises fire drills and an emergency preparedness program.

10. Maintains high standards of student conduct and enforces discipline as necessary, according due process to the rights of students.

11. Asserts leadership in times of civil disobedience in school in accordance with established Board policy.

12. Supervises and evaluates the school's extracurricular program.

13. Assists in the inservice orientation and training of teachers, with special responsibility for staff administrative procedures and instructions.

14. Supervises the preparation of all school reports for the district office.

15. Makes recommendations concerning the school's administration and instruction.

16. Assumes responsibility for the attendance, conduct, and health of students.

17. Assists in the management and preparation of the school budget.

18. Supervises the maintenance of accurate records on the progress and attendance of students.

19. Acts as liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life.

20. Makes arrangements for special conferences between parents and teachers.

21. Recommends the removal of a teacher whose work is unsatisfactory, according to established procedures.

22. Conducts meetings of the staff as necessary for the proper functioning of the school.

TERMS OF EMPLOYMENT: Ten, eleven, or twelve month year. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Approved by:_____ Date:_____

Reviewed and agreed to by:_____ Date:_____
(Incumbent)

8 accountability relationships

"When the objective-centered approach to performance appraisal is established in a school district, the authority or influence is generated downward, upward, and sideward."

-James Lewis, Jr.

The law requires that the superintendent "continously evaluate or cause to be evaluated each teacher." The term "teacher includes each employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education."

In most school districts, it would be very difficult and often impossible for the superintendent to personally "continuously evaluate" each staff member - especially in compliance with the eleven guidelines. It is evident then, that the evaluation program should define the relationships among the staff for evaluation purposes.

Guideline V requires that "the accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position." The three criteria established for this guideline are:

1. *The evaluation process clearly states the responsibility of the evaluator to the evaluatee.*

2. *The evaluation process clearly states to whom and for whom each person is responsible in the evaluation process.*
3. *The evaluation process clearly states how (methods/procedures) the evaluation is to be carried out.*

The task of defining who evaluates whom is more than merely presenting the organizational chart of the school district. Since the primary purpose of the evaluation program is the improvement of the student learning experience, the role of department heads, subject coordinators, systemwide supervisors, curriculum consultants, and other instructional leaders in the evaluation process must be identified. Also to be determined is who evaluates teachers of special areas that serve in more than one school. Another problem may be deciding who evaluates a teacher of special needs children; the principal of the building where a class may be located, the Director of Pupil Personnel Services, or some combination of both? If the latter, then is it reasonable for this teacher to set performance targets with two supervisors, perhaps with different priorities?

Considerable thought and care must be given to determining the accountability relationships in the evaluation program. Evaluation should not be treated or regarded as a separate or self-contained process but rather as one in which the instructional or administrative performance of on-going duties and the evaluation of them are closely interrelated. If this is understood and carried out then the priority of evaluation will be elevated in the values systems of teachers and administrators.

There are usually three participants in the evaluation process. General role definitions for each follow.

EVALUATEE (PRIME PARTICIPANT)

1. Reviews areas and categories of responsibilities and systemwide school goals.
2. Prepares tentative targets and action plans.
3. Confers with evaluator regarding the tentative objectives and action plans.
4. Implements action plans.
5. Completes self-assessment of extent to which specific objectives were achieved.
6. Confers with evaluator to complete and discuss the final evaluation report and to plan for the next evaluation cycle.

EVALUATOR (PRIME PARTICIPANT)

1. Meets with evaluatee to discuss his or her needs; agrees on specific targets and action plans.
2. Monitors, observes, and provides supervisory assistance during the implementation period; gathers information to complete an overall assessment of evaluatee's effectiveness in the major areas of responsibility.
3. Holds interim conference with evaluatee to check progress being made; may suggest modifications in evaluatee's targets and action plans.
4. Makes assessments of the extent to which objectives have been achieved and overall accomplishments in the major areas of responsibility.
5. Confers with evaluatee to finalize the evaluation report and discusses plans for the next evaluation cycle.

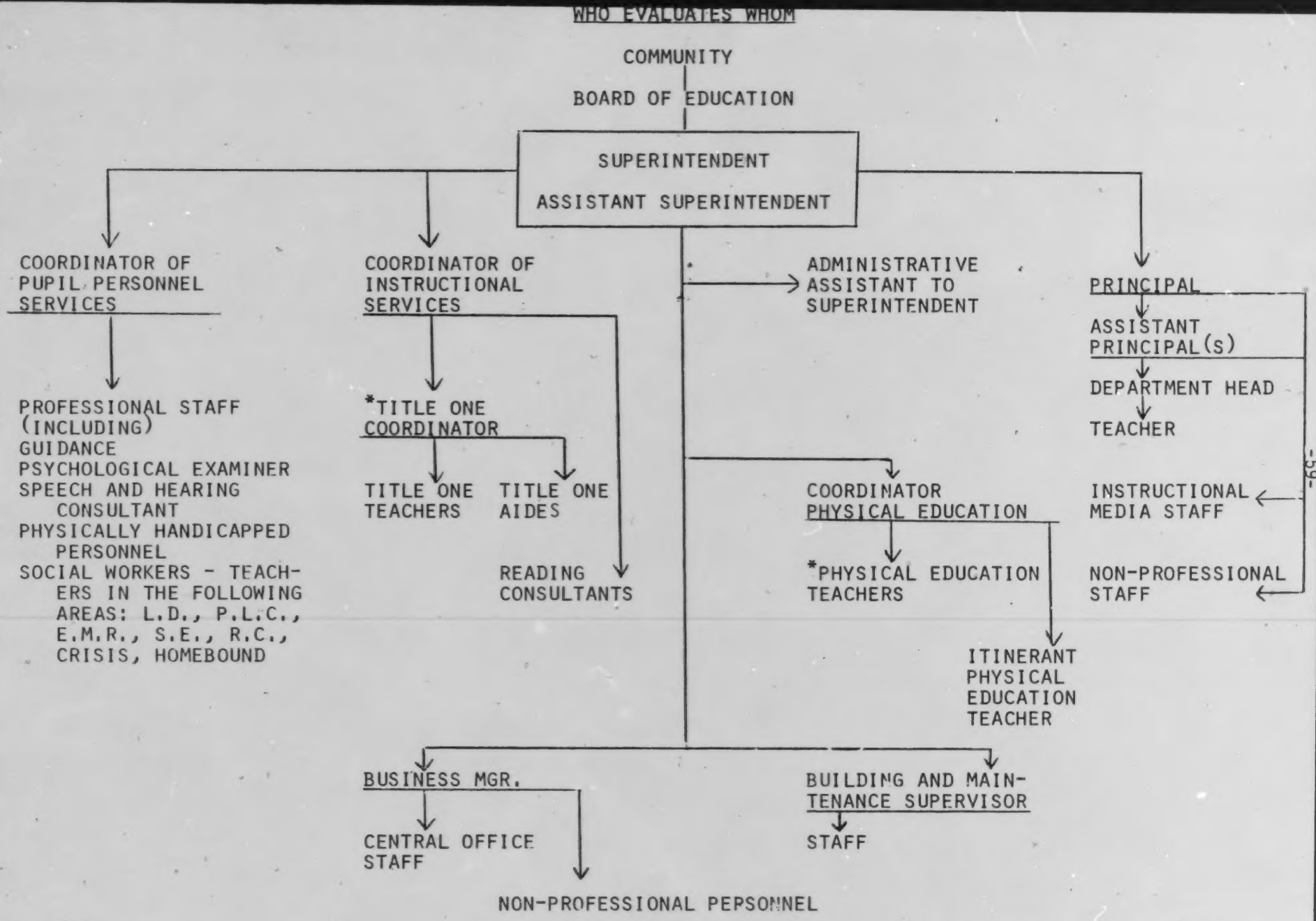
OTHERS (DEPARTMENT LEADERS, COLLEAGUES, OR OTHERS WHO MAY BE IN A POSITION TO BE HELPFUL EITHER TO THE EVALUATEE OR EVALUATOR).

1. Offers advice regarding the diagnosis of needs.
2. Gives assistance in the implementation of action plans.
3. Assists in resolving conflicts between the prime participants.

The Steering Committee, perhaps with the assistance of a task force, must determine the accountability relationships for the evaluation program to include each position in the school district as applicable under the law. Several decisions must be made, including the ratio of evaluatees to evaluators, whether all evaluators must be certified in administration, use of team leaders or department heads as evaluators, evaluating staff who serve more than one school, evaluating teachers of special needs children, and the role of systemwide subject coordinators.

A model of such a system is presented on the next page. Again, it is merely prototypic and is not offered as an optimum model. This is a task for each school district to address reflecting their own local circumstances.

Summary. Each staff member to be evaluated should know who will serve as the evaluator. The participants in the evaluation process should understand both the general as well as the specific roles each will assume. A number of decisions must be made by the Steering Committee in establishing the accountability relationships among the staff.



*In cooperation with the building principal(s).

9 self-evaluation

"Know thyself!"
- Socrates

That the teacher is the core of the student learning experience has been recognized since formal education systems were established. Regardless of any particular philosophy of learning one holds, the teacher is intricately involved in some aspects of determining what is to be learned, by whom, how, under what conditions, when, where, and if it was learned.

The teacher should do considerable self-evaluation prior to identifying specific areas in which to set targets for evaluation. An introspective analysis of past performance, job description, priorities of system and school goals, curriculum, and personal goals will give the teacher some areas in which to develop specific targets.

A comprehensively completed self evaluation will be a major factor in individualizing the evaluation process.

Guideline VIII identifies "Self-evaluation (as) an essential aspect of the (evaluation) program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways." The two criteria used to assess the completeness of this guideline are:

1. Opportunities are provided to each professional staff member to

conduct a self-evaluation.

2. *Individuals are given the opportunity to include self-evaluation reports as part of the total evaluation report.*

Recognizing that an honest appraisal of one's own performance is a difficult task, several techniques have been developed to assist in this effort. One obvious method is to use the information learned from previous conferences with an evaluator, supervisor, administrator or consultant. Each has an interest in assisting the teacher in improving the student learning experience and their experience and objective judgement can be considered in determining areas for setting performance targets.

The self-evaluation instrument is a widely used method. This can take several forms from a simple checklist through values ratings scales to complicated instruments requiring considerable mathematics and analysis. These forms all require that the teacher's performance areas be identified and, in some cases, able to be quantified.

A simple checklist may include items such as the following:

1. *I listen when my students are talking to me.* __*yes* __*no*
2. *I keep my class in control at all times.* __*yes* __*no*
3. *I have lesson plans prepared before each class begins.* __*yes* __*no*

Similar to the simple checklist is the use of values ratings scales.

1. *My explanations are clear and adequate.*

   My instructional vocabulary and materials are suited to the pupils; I call attention to the points of major importance, anticipate difficulties and explain in advance.

Sample Evidences:

My pupils approach tasks unhesitatingly and independently; successfully accomplish the assignment without unnecessary questioning, their oral and written responses indicate their understanding of the explanation.

Almost Always	*Usually*	*Sometimes*	*Seldom*	*Almost Never*
81-100%	*61-80%*	*41-60%*	*21-40%*	*0-20%*

2. My plans are adapted to meet the changing needs and circumstances. I demonstrate initiative and adaptability in adjusting predetermined plans to circumstances and individuals.

Sample Evidences:

Utilization of lesson plans that are flexible enough to use contributions and suggestions of my pupils; adaptation of methods and techniques to meet the individual needs of pupils; development and use by me of new methods and materials to meet the varying needs of my pupils; utilize pupil questions, leads, contributions and community events. I make effective use of local community resources, lay experience, local, state and national institutions in adapting program to needs of my pupils.

Almost Always	*Usually*	*Sometimes*	*Seldom*	*Almost Never*
81-100%	*61-80%*	*41-60%*	*21-40%*	*0-20%*

Another form of a self-evaluation instrument is the open-ended question.

1. In reviewing your planned work, what do you think are your:

a. significant contributions to the school's goals?

b. unusually difficult problems solved?

c. major work areas for change or improvement?

d. major knowledge, skill, or experience strengths?

e. major knowledge, skill, or experience gaps?

2. In reviewing your total responsibilities, what are your:

a. significant responsibilities not yet undertaken?

b. working relationships you are pleased about?

c. working relationships which need strengthening?

More complicated instruments group desired teacher behaviors into several catagories; often related to the performance responsibilities in the job description. The teachers, in completing the self-evaluation, have information related to their perceived performance in each of the catagories.

The use of information from peers is another method of self-evaluation. Often one's colleagues, especially in departments or teaching teams, have suggestions for setting performance targets. Several systems have set up formal procedures for peer evaluation to assist in the self-evaluation process. The instruments previously cited may be used or the teacher may request one or more peers to confirm his or her own assessment through observation.

A strong pitch has been made in the popular media for student evaluation of teachers. This is an appropriate self-evaluation where the information asked for is within the student's ability to give. For example, it would not be fair for students to rate a teacher's professional contributions or communications with other staff and supervisors. Many teachers, especially on the secondary level, do ask their students to evaluate them. Some sample questions might include the following:

1. *Do you often have difficulty understanding what your teacher is talking about?.....YES NO*
2. *When your teacher gives directions, do you often have trouble knowing what to do?.....YES NO*
3. *What did you like most about this course?*
4. *What did you like least?*

A method enjoying increased popularity is the use of media-primarily audio or video tape recorders. The availability of this equipment to the classroom teacher has made this method more viable than in past years. Essentially, a teacher will audio tape or, preferably, video tape his or her

activities for a short period of time (15 to 60 minutes). Some technical assistance may be required. The teacher may be looking for some specific behavior and the media will make it easier to identify. It can also serve as a record of performance growth with succeeding taping sessions. If the teacher is not focusing on any specific areas, then several instruments may be used as an aid in listening to or viewing the tapes.

One instrument focuses on verbal behavior. The teacher listens to or views the tape and rates his or her verbal behavior.

1. *Students are given ample time to respond to questions.*

_____*yes* _____*no*

2. *Instructions are clear and concise.*

_____*yes* _____*no*

3. *Students are allowed to interact with each other.*

_____*yes* _____*no*

A second instrument focuses on non-verbal behavior. This requires the use of a video tape recorder. Some topics might include:

1. *The teacher's manner is accepting.* _____*yes* _____*no*

2. *The teacher focuses student attention on the appropriate learning aid.*

_____*yes* _____*no*

3. *The teacher maintains eye contact with students when engaged in discussion.*

_____*yes* _____*no*

4. *The teacher quickly controls disruptive behavior.*

_____*yes* _____*no*

It was noted earlier that a self-evaluation can contribute to the identification of specific areas in which to set performance targets. The success of this activity is dependent on the degree of faith the teacher has in the process and the commitment to gather this information. Each of the methods presented above can be positive and constructive procedures in

self-evaluation if the evaluation process is so structured. The purpose of self-evaluation is to identify areas for improvement, refinement, or enhancement through an appraisal of one's own performance. This may be more easily achieved if the results of the self-evaluation remain the property of the teacher. This is not to imply that the teacher can not share this with the evaluator or others, but that the decision to do so rests with the teacher.

Summary. There are many positive and constructive methods for teachers to evaluate themselves. This opportunity can form the basis for establishing performance objectives. The Steering Committee should also provide an opportunity for self-evaluation to be included as part of a total evaluation report.

10 writing performance objectives

"As part of your role
You must set a goal:
Toward what do you feel you must strive?
Where are you going,
How will you get there, and
How will you know you've arrived?"

-Isabel E. Blomberg
(Adaptation)

The exclusive reliance upon the assessment of personality and character traits in traditional evaluation plans is superceded through this law by focusing on a teacher's performance in carrying out pre-determined agreed-upon objectives. Personality and character traits may be a factor in the final evaluation but this is reduced in importance with performance appraisal being given prime emphasis. Another benefit of this new focus is that personality and character trait evaluations were difficult to carry out; often placing the evaluator in the role of psychiatrist. Assessment of a teacher's traits in getting along with others, emotional stability, initiative and other aspects of teaching are important but must be placed in the perspective of the total evaluation process.

Guideline I states that "Each professional shall cooperatively determine with the evaluator the objectives upon which his or her evaluation shall be based." The four criteria are:

1. *Written objectives for the evaluatees are developed.*
2. *Objectives are stated in operational (observable) terms.*
3. *Teachers and administrators work together in developing objectives.*
4. *Objectives are jointly approved.*

Determining performance objectives involves two steps. The first is preparing performance objectives in some standard format; the second is agreement on specific objectives by the evaluator and teacher to be evaluated. As presented in preceeding sections, it is the teacher's responsibility to generate performance objectives based upon a self-evaluation - including supervisory input - after having reflected on the job description and systemwide or school goals. The number of performance objectives is dependent upon how complex they are and how long they will be in effect. Most consultants recommend three to six performance objectives should be sufficient to evaluate professional staff.

Performance objectives - also known as job targets - are often confused with curricular or instructional behavioral objectives. Though each kind of objective may have similar components, their focus is different. A behaviorally stated instructional objective defines what the learner will do: a performance objective defines what the teacher will do; often to facilitate the learner's accomplishment of an instructional objective. For example, the following are learner objectives.

1. *The learner, when asked, can write the four essential elements of a behavioral objective.*
2. *The participant, given six objectives, can differentiate between behavioral and non-behavioral objectives with 100% accuracy.*
3. *Given a set of five faulty behavioral objectives, the learner can state which elements are missing or incomplete in each objective.*
4. *Given a set of three behavioral objectives and possible methods of assessing each, the learner can select without error the appropriate method of assessing each behavioral objective.*
5. *Given a broad goal, the student can write two behavioral objectives for that goal.*

Each objective must contain four essential elements.

1. WHO (The learner, participant, student, class).
2. DOES WHAT (Writes, differentiates, states, selects).
3. HOW WELL (100% accuracy, all six, without error, includes all elements, within a specific time period).
4. GIVEN WHAT (Six objectives, set of five faulty objectives, set of three and methods of assessing each, a broad goal).

Behaviorally stated instructional objectives are written to define how well and under what circumstances the learner can exhibit a specified behavior. They do not define the behavior of the instructor in facilitating these outcomes. In essense, in a performance objective, it is not enough to state what the learner outcome will be, but what the teacher will do to improve the student learning experience.

There are many forms and formats used to prepare performance objectives. Most have several components in common. A performance objective should have a specific statement of purpose that is measureable and to be accomplished within a specific time span. There should be clearly stated actions or processes, including timelines which will be used to achieve the objective. There should also be a method to determine the extent of accomplishment of the objective.

Whatever form is used, it should be as simple as possible yet provide the information needed to facilitate mutual understanding between the evaluator and evaluatee as to what is expected. There are several potential problems to avoid in preparing performance objectives.

1. Too Broad. Broad, global, or intangible objectives make measurement or observation almost impossible.
   Example: I will know each of my children well.
2. Too Narrow. Overly specific objectives with a narrow focus fail to give sufficient information of a teacher's overall performance.
   Example: I will assist John in selecting a proper library book.
3. Too Trivial. Objectives that set little or no challenge or that can be accomplished without any significant effort do not give an indication of the teacher's true performance.
   Example: I will complete each student's report card on time.
4. Too Many. Objectives that reflect all areas of performance can become a nightmare to monitor and carry out.
5. Too Ambitious. Setting objectives that require massive effort to accomplish may impair a teacher's overall performance.

Example: I will meet with the parents of each of my students each week to discuss their progress.

6. Too Unrealistic. Objectives must take into account the constraints and variables of the student learning experience.

   Example: All students performing two or more years below grade level will be at grade level in six months.

7. Too Few. Objectives that don't reflect enough of a teacher's performance may cause a dependency on other bases for evaluation.

8. Too Long or Short. The time frame of an objective should be reasonable in terms of meeting the target, be able to be monitored, and be able to give indications of a teacher's performance within the necessary reporting schedule.

   Examples: I will work with each student enrolled in the elementary instrumental music program to enable their acceptance into the middle school orchestra.

   I will assist my students in completing (this) project by Friday.

Summary. Written performance objectives can play a significant role in communications among the participants in the evaluation process. The preparation of performance objectives requires that a teacher reflect on a variety of input and information and choose the most appropriate areas on which to base their own evaluation. Skill in writing performance objectives improves with practice and the information gained during conferences.

11 conferences, observations

"Supervision at its best is an art that can release teacher's initiative, responsibility, creativity, internal commitment, and motivation".

-Glenys G. Unruh

The relationship between the evaluator and evaluatee can be continually strengthened at conferences held during the process of evaluation. This will happen when:

1. Improved performance is the focus of discussion.
2. Each participant is prepared with the relevant information prior to meeting.
3. The evaluator shares some responsibility for the teacher's performance.
4. The evaluator does not conceive evaluation as an inspection and rating process.
5. The teacher is not threatened and feels secure in his or her role in the evaluation process.
6. The purposes of the evaluation process are clearly understood.

The evaluator must meet or communicate with the evaluatee for at least three reasons: to agree on performance objectives, to observe or discuss performance, and to determine the extent of success at a final conference.

The spirit for these events is defined in several guidelines in addition to Guideline I (cited in the previous section) which calls for each professional to cooperatively determine their performance objectives with their evaluators. Guideline VI defines the evaluation process as diagnostic (as opposed to judgemental) in that the outcome is identified strengths and a plan to improve weaknesses. This is consistant with Guideline IX which indicates that the self-image and self-respect of teachers be enhanced through the evaluation process. The level of support resources and other influences affecting performance must be taken into account as described in Guideline VII.

Also important is the encouragement of teacher creativity in guiding the learning experience of children as noted in Guideline X. Provision for clear, personalized constructive feedback is the focus of Guideline XI.

Initial Conference. The initial conference between evaluator and evaluatee is critical to the evaluation process. The teacher, having developed several performance objectives,meets with the evaluator to reach agreement on the meaning of the objectives, wording, priority level, monitoring process, timelines, and evaluation criteria. The teacher should expect the supervisor to ask questions for clarification and perhaps suggest revisions or modifications. The focus should be an agreement on a combination of objectives that will indicate the level of success of a teacher's performance and how this will be monitored and determined.

The conference should be a dynamic event with positive interaction on the part of the participants. The conference should produce an improved performance objective with a clear sense of purpose and structure. The committment of both participants to this purpose and structure should be clear.

Monitoring Progress. Both the evaluator and teacher should collect and organize information which will indicate how successfully the teacher is progressing in accomplishing the performance objectives. The evaluator assists in this process through observations and interim conferences (if necessary). The focus remains the improvement of the student learning experience. If the objectives, as agreed to, are found to be faulty or not viable during implementation then revisions and adjustments should be made as soon as possible. Either the teacher or evaluator may feel the need for revision in the interest of improving the learning experience. Consultants (such as department heads) are often helpful in these situations.

Interim conferences based upon observations provide the evaluator an opportunity to feed back relevant information to the teacher and to make recommendations that will enhance the educational program and correct an area that needs to be strengthened.

It is important that nothing of importance to the evaluation process be withheld during the interim conferences to ensure that there are no unexpected surprises at the final conference.

Final Conference. The success of the final conference in upholding the guidelines will depend on the planning at the initial conference, the positive openness of the interim conferences, and the quality of information each participant brings to the meeting. Honest communications based on fact must form the basis for conclusions. The participants should avoid excessive praise, exclusively identifying negative factors, personality attacks, triviality, and pushiness. Each should be avoided. Modifications to objectives made unilaterally by a teacher should have been approved by the evaluator during interim conferences. Evidence of unsuccessful performance determined by the evaluator should have been similarly communicated to allow for continued improvement.

The evaluator should be prepared to make commendations on the areas that the teacher has shown expected -or unexpected- success. The evaluator should

also be prepared to make recommendations based on a diagnosis of the areas that need to be strengthened. It is not enough to merely identify a need. The teacher should be provided with a prescription or suggestions to address the need.

The art of teaching is more than the accomplishment of performance objectives. Teachers have a number of general and specific responsibilities that contribute to the dynamics of the student learning experience. Chapter Seven suggests a number of responsibilities in the areas of instruction, management, communications, and personal qualities. The total evaluation program should include the evaluation of professionals on these other dimensions as well as on performance related to specific objectives.

Adjustment Process. There may be occasions when the evaluator and evaluatee can not agree on specific points. This may occur at any of the conferences described above. It is obvious that the two prime participants should try to reach consensus through the presentation of specific data, substantiating information, or other rational means. If this is not possible then the prime participants may wish to involve others to provide a different perspective. These others may be department heads, team leaders, systemwide consultants or supervisors, and even out-of-district consultants. Both prime participants should agree on whether to seek the input of others and on the selection of who that person will be. Naturally, the opinion of the invited consultant is not binding. However, if both participants agree to seek this opinion from a specific individual then they both should be willing to consider the outcome. If a disagreement between the prime participants still exists after voluntarily involving others, and at least one of the participants feels it needs to be resolved to insure a valid and comprehensive evaluation, then an adjustment process should be used. The most common adjustment process is to rely on the decision of the evaluator's immediate supervisor as indicated in the accountability relationship chart. This system can be used in succeeding steps until the dispute reaches the superintendent

whose decision is final. Of course, the formal grievance procedures of a school district may be called on beyond this point if necessary.

Other adjustment processes may include a panel of peers selected by the Steering Committee or the Steering Committee itself. Several districts have used a system where each prime participant selects a panel member and then the panel members agree on a third party to hear the facts and render a decision. Whatever system is used, the focus must remain the improvement of the student learning experience and the enhancement of the self-image of the participants.

Disagreements can be minimized if the participants avoid being arbitrary, don't focus on trivial matters, refrain from personality attacks, and keep appropriate information in a usable format. Anticipating the information needs of the other participants and preparing for these needs is important to maintaining a positive atmosphere.

Summary. The dynamic heart of the evaluation program is the conferencing of participants. These meetings are necessary to agree on performance objectives, to monitor performance and make adjustments, and to determine the relative success of implementation. Recognizing that agreement of these matters may not always be achieved, an adjustment process is recommended to expedite the procedure.

12 a plan for evaluation

"Reading maketh a full man; conference a ready man; and writing an exact man."

-Francis Bacon

A document presenting the school district's evaluation plan and procedures for implementing it is necessary for successful communications with the entire staff, board of education, and State Department of Education. The format for the document should serve several purposes. The format should allow for the dissemination of information about the plan as well as to be useful as a reference tool during implementation. The following items should be considered for inclusion:

1. An introduction to the document explaining its purposes, how it may be used, how it was developed, and by whom.
2. The purposes for staff evaluation as determined by the school district.
3. The law and guidelines.
4. The relationship of evaluation with a staff member's total responsibility and the supervisory process.
5. General role definitions.

6. Specific evaluation roles including an accountability relationships chart.
7. A statement on evaluating unsatisfactory performance.
8. The Evaluation Process including a schematic diagram, a timeline of procedures, and the frequency of evaluations.
9. The systemwide priorities of goals, how they were determined, and the updating process.
10. Job descriptions for all certified positions applicable under the law.
11. Procedures and forms for self-evaluations.
12. Procedures and forms for preparing performance objectives.
13. Responsibilities of the participants for the initial, interim, and final conferences.
14. Procedure for revisions of performance objectives.
15. The adjustment process.
16. Definition of terms used.
17. A plan for implementation including the identification and time of staff inservice events.
18. The role of the Permanent Steering Committee.
19. A plan for evaluating the evaluation program.

The document should be written in an easily understood style and be free of jargon.

13 further assistance

"Keep on going and the chances are you will stumble on something, perhaps when you are least expecting it. I have never heard of anyone stumbling on something sitting down."

-Charles F. Kettering

Many human and material resources exist to assist personnel in Connecticut's local school districts to develop, implement, evaluate, and refine their teacher evaluation programs. Consultative assistance can be received from the Connecticut State Department of Education from the Bureau of Research, Planning and Evaluation in the Division of Administrative Services or the Bureau of Elementary and Secondary Education in the Division of Instruction (Box 2219, Hartford, Connecticut 06115). The CSDE has printed materials in addition to consultative assistance. A bibliography of these materials can be found in Appendix A.

Assistance in research and literature can be received from the Educational Resources Center of the Area Cooperative Educational Ser-

vices (800 Dixwell Avenue, New Haven, Connecticut 06511). Materials already available from the ERC are listed in Appendix B. They also have the unique ability to conduct a literature search focused on any specific request. This service may be especially helpful to task forces in quickly and efficiently providing background information and research on their particular topic.

A contunuing source of assistance for both consultants and materials are the six Educational Services Centers. A list of their addresses and persons to contact are in Appendix C.

The Teacher Evaluation Advisory Committee has identified resource personnel in Connecticut familiar with the law and its implementation. This list is in Appendix D.

A list of selected print and non-print resources can be found in Appendix E. This list is not intended to be complete but the individual entries were chosed because they are readily available and representative of the topic covered.

Not to be overlooked are the past and present members of the Teacher Evaluation Advisory Committee. They have given considerable time in the development and monitoring of this law and, as a result, can provide a depth of insight and experience to the problems local districts may face in this regard. Also to be considered are the many educators in local districts who have conscientiously attended to the task of developing and implementing a plan for their own school systems.

appendices

APPENDIX A

Resource Material Disseminated by the Connecticut State Department of Education and other Connecticut Organizations or Agencies.

The following documents are available from the Connecticut State Department of Education, Box 2219, Hartford, Connecticut 06115.

1. A Report on the Status of Teacher Evaluation Programs in Connecticut, 1974-1975. Prepared by the Educational Resources and Development Center of the University of Connecticut. March 1975.

2. A Report on the Status of Teacher Evaluation Programs in Connecticut, 1975-1976. Prepared by the Educational Resources and Development Center of the University of Connecticut. March 1976.

3. A Report on the Status of Teacher Evaluation Programs in Connecticut, 1976-1977. Prepared by the Educational Resources and Development Center of the University of Connecticut. April 1977.

4. Teacher Evaluation in Connecticut. Information on the law, guidelines and criteria. Prepared by the Connecticut State Department of Education. April 1977.

5. Evaluation Criteria and Procedures for Instructional Personnel and Administrators in State Vocational-Technical Schools. Prepared by the Bureau of Vocational-Technical Schools, Connecticut State Department of Education. May 1977.

6. Information to Assist Local School Districts to Comply with Section 10-151b of the General Statutes (Teacher Evaluation). A 25 page document of useful information prepared by the Connecticut State Department of Education. May 1977.

7. Teacher Evaluation in Connecticut, Questions and Answers. Prepared by the Connecticut State Department of Education, six major questions and answers are provided. September 1977.

8. A Report on the 1976-1977 On-Site Teacher Evalution Pilot Study. Prepared by the Connecticut State Department of Education. December 1977.

9. Connecticut Citizen's Response to Educational Goals, 1971-1972. Prepared by the Connecticut State Department of Education.

The Capitol Region Education Council (CREC Building 2, 800 Cottage Road, Bloomfield, Connecticut, 06002) has Four Booklets on Evaluation prepared by Dr. Philip Saif in 1974 and the Report of the CREC/UCONN Needs Assessment for Teacher Evaluation.

Area Cooperative Educational Services (ACES, 800 Dixwell Avenue, New Haven, Connecticut, 06511) has a Teacher Evaluation documents File established by the Connecticut State Department of Education. Included in this file are the evaluation plans of nine Connecticut School Districts.

Index No.	Document
TE 000 001 (1)	- Handbook of Evaluation Procedures for Teachers and Administrators - Branford 44 pages.
TE 000 002 (2)	- Guidelines for Faculty Evaluation - Brookfield 105 pages.
TE 000 003 (2)	- Instruments and Procedures for Professional Staff Evaluation - Darien 70 pages.

TE 000 004 (1) - Evaluation Program - Goals and Guidelines for Effective Performance - Farmington 21 pages.

Administrator Evaluation Program - Farmington 15 pages.

TE 000 005 (1) - Procedure for Evaluation - Guilford 12 pages.

TE 000 006 (1) - Evaluation Program for Certified Personnel - New Fairfield 16 pages.

TE 000 007 (1) - Policy and Procedures for the Appraisal of Professional Performance - Newington 27 pages.

TE 000 008 (2) - Professional Staff Evaluation Procedures - Portland 60 pages.

TE 000 009 (1) - Implementing a Professional Development and Appraisal Program - Westport 27 pages.

Also available from ACES is an Instructor's Manual for a Course in Staff Performance Evaluation prepared by Dr. Andrew S. Carrano in August of 1976.

The Professional Studies Committee of the Connecticut Association of Secondary Schools has prepared a report of their study on the Attitudes of Secondary School Principals in Connecticut Concerning the Statute on Evaluation of Teachers conducted in 1977.

APPENDIX B

The following materials are available from the Educational Resources Center of Area Cooperative Educational Services (ACES). They can be reached by phone at (203) 562-9967 or 1-800-922-1567 (toll free within Connecticut) or at 800 Dixwell Avenue, New Haven, Connecticut 06511.

Research No: 760 183 Performance Based Teacher Evaluation

TABLE OF CONTENTS

SECTION A: ERIC Documents - abstracts and excerpts

ED 114 924 Hall, Philip etnal. "A Teacher Evaluation-Supervision Model for a Small School District," 74, abstract-1 p. and microfiche-3 fiche.

ED 104 838 Roth, Robert A.; Mahoney, Peggy. "Teacher Competencies and Assessment Techniques," 75, abstract and excerpts-21 p.

ED 102 200 Andrews, Theodore E., Ed. "Assessment," 74, abstract and excerpt-2 p. microfiche included-2.

ED 093 919 "Performance-Based Teacher Appraisal Program for the Penn-Harris-Madison School Corporation," 73, abstract and excerpts-22 p.

ED 090 060 Okey, James R.; Humphreys, Donald W., "Measuring Teacher Competence," 74, abstract and excerpts-9 p.

ED 081 856 Geisert, Paul. "A Discrepancy Evaluation System for Elementary School Teachers, 73, abstract and excerpts-11 p.

ED 084 223 Buck, James J., Comp.; Parsley, James R., Jr., Comp. "The Way We See It: A Survey of Teacher Evalution Policies and Practices Operant in the State of Washington," 73, abstract and excerpts-11 p.

ED 079 282 National Education Association,Washington, D.C. Div. of Instructional and Professional Development. "Evaluation Systems for Education: Descriptive Abstracts," 73, abstract and excerpts-17 p.

ED 076 504 Commission on Public School Personnel Policies in Ohio-Cleveland. "Teacher Evaluation to Improve Learning. The Fourth Report of the Commission on Public School Personnel Policies in Ohio," 72, abstract and excerpts-14 p.

SECTION A continued: ERIC Documents - abstracts and excerpts

ED 075 921 McFadden, Dennis N. "Project D: Appraising Teacher Performance. Final Report. Increasing the Effectiveness of Educational Management," 70, abstract and excerpts-23 p.

ED 071 182 Westside Community Schools, Omaha, Nebr. "Job Improvement by Objectives," 71, abstract and excerpts-34 p.

Ed 059 166 Stemnock, Suzanne K. "Evaluating Teaching Performance," 72, abstract and excerpts-19 p.

ED 058 657 National School Boards Ass. Waterford, Ct. "School Board Policies on Teacher Evaluation. Educational Policies Development Kit," 71, abstract and complete document-33 p.

ED 042 698 Johnson, Charles E.; Bauch, Jerold P. "Competency Based Teacher Evaluation Guide. GEM Bulletin 70-3." 70, abstract and excerpts-9 p.

SECTION B: Material from our Library Resources Center

Centergram. Jan, 76. "National Institute for Performance-Based Teacher Education (PBTE)". 1 p.

The National Association of Secondary School Principals. Sept., 76. "Evaluation and Assessment". Excerpts-29 p.

National School Public Relations Ass. "Evaluating Teachers for Professional Growth. Current Trends in School Policies and Programs". 74, 64 p.

Educational Research Service Annotated Bibliography. "The Evaluation of Teachers," 74, 20 p.

Berger, Eric. "The Evaluation of Teachers," National Association of Secondary School Principals Bulletin, May 1974, No. 382, 6 p.

Ovard, Glen F. "The Practitioner's Guide to Research Teacher Effectiveness and Accountability," National Association of Secondary School Principals Bulletin, Jan. 75, 6 p.

SECTION C: Updated Materials. February, 1978

Connecticut Model Evaluations (available in microfiche format)

Branford Teacher Evaluation (1 fiche)

SECTION C continued: Updated Materials. February, 1978.

Brookfield Teacher Evaluation (2 fiche)
Darien Teacher Evaluation (2 fiche)
Farmington Teacher Evaluation (1 fiche)
Guilford Teacher Evaluation (1 fiche)
New Fairfield Teacher Evaluation (1 fiche)
Newington Teacher Evaluatuon (1 fiche)
Portland Teacher Evaluation (2 fiche)
Westport Teacher Evaluation (1 fiche)

The Educational Resources and Development Center, The University of Connecticut and Connecticut State Department of Education. "A Report on the Status of Teacher Evaluation Programs in Connecticut, 1974-1975." 1975, 13 pp.

Educational U.S.A. "Staff Development: Cooperate or Evaluate." April 25, 1977, 1 page.

"Text of Connecticut Teacher Evaluation Law" 4 pp.

National School Public Relations Association. "Evaluating Teachers for Professional Growth, Current Trends in School Policies and Programs." 1974, excerpt, 21 pp.

ERIC Documents.

ED 136 334 Burke, Robert E. "Developing and Implementing a System of Teacher Evaluation." 76, excerpt, 21 pp. and microfiche (1).

ED 130 438 Weisenstein, Greg R. "Teacher Evaluation: The Principal's Role. OSSC Bulletin. Vol. 20, No. 3.," 76, excerpt, 25 pp.

APPENDIX C

EDUCATIONAL SERVICE CENTERS IN CONNECTICUT

1 ACES (203) 562-9967
AREA COOPERATIVE EDUCATIONAL SERVICES
800 Dixwell Avenue
New Haven, Connecticut 06511
Executive Director, Peter C. Young
Contact: Dr. Andrew S. Carrano

2 CES (203) 847-3873
COOPERATIVE EDUCATIONAL SERVICES
11 Allen Road
P.O. Box 2087
Norwalk, Connecticut 06852
Executive Director, Dr. Peter T. Willner
Contact: Dr. Peter T.Willner

3 CREC (203) 243-8923
CAPITOL REGION EDUCATION COUNCIL
Building 2
800 Cottage Grove Road
Bloomfield, Connecticut 06002
Executive Director, Dr. John J. Allison
Contact: Dr. Philip Saif

4 LEARN (203) 245-1301
LONG-RANGE EDUCATIONAL ASSISTANCE FOR REGIONAL NEEDS
20 Island Avenue
Madison, Connecticut 06443
Executive Director, Francis D. Robinson
Contact: Francis D. Robinson

5 NARES (203) 774-7519
NORTHEASTERN AREA REGIONAL EDUCATIONAL SERVICES
Route 205, West Main Street
P.O. Box 436
Wauregan, Connecticut 06317
Executive Director, Howard F. Smith
Contact: Howard F. Smith

6 RESCUE (203) 354-2218
REGIONAL EDUCATIONAL SERVICES CONCEPT THROUGH UNITED EFFORT
Rural Route 1, Hut Hill Road
Bridgewater, Connecticut 06752
Executive Director, Russ A. Butera
Contact: Dr. Betty Sternberg

APPENDIX D

STATEWIDE RESOURCE PERSONNEL

The following people have been suggested as workshop consultants in the area of Teacher Evaluation. The list is not complete; an absent name does not indicate anything other than an oversight. Please add to this list and send any suggestions you may have for additional teacher evaluation consultants to the State Department. It is recommended that the school district identify their specific needs before contacting a consultant to ascertain his or her ability and willingness to assist them. Since each consultant has specific areas of expertise, several may need to be contacted to meet all the identified needs.

Dr. Donald Bonyai
Hamden School System
1450 Whitney Avenue
Hamden, CT 06517

Dr. John Brubacher
School of Education
University of Connecticut
Storrs, CT 06268

Dr. Andrew S. Carrano
ACES
800 Dixwell Avenue
New Haven, CT 06511

Ms. Helen Celello
Madison High School
Madison, CT 06443

Dr. Anthony Costa
Fairfield University
Fairfield, CT 06430

Dr. Harold Davis
Southern Connecticut State College
501 Crescent Street
New Haven, CT 06515

Dr. Ray Dethy
Central Connecticut State College
New Britain, CT 06050

Dr. William Garrity
Fairfield University
Fairfield, CT 06430

Mr. Charles Haller - CREC
443 Windsor Avenue
Windsor, CT 06095

Dr. Edward Iwanicki
School of Education
University of Connecticut
Storrs, CT 06268

Dr. Robert Kranyik
University of Bridgeport
Bridgeport, CT 06602

Mr. Raymond Lemley
Daniel Hand High School
R.F.D. #1
Green Hill Road
Madison, CT 06443

Ms. Patricia Luke
144 Carlton Street
New Britain, CT 06050

Mr. J. David Maier
New Canaan Schools
156 South Avenue
New Canaan, CT 06840

Mr. David McCain
John Wallace Middle School
Halleran Road
Newington, CT 06111

Dr. James More
211 Steele Road
West Hartford, CT 06119

Mr. Ralph Perschino
Tokenekee School
7 Old Farm Road
Darien, CT 06820

Dr. Bennett Plotkin
Superintendent of Schools
Bethel, CT 06801

STATEWIDE RESOURCE PERSONNEL continued:

Dr. Philip Saif
CREC - 800 Cottage Grove Road
Bloomfield, CT 06002

Dr. Herb Sheathelm
School of Education
University of Connecticut
Storrs, CT 06268

Dr. Donald Thompson
School of Education
University of Connecticut
Storrs, CT 06268

Dr. Frank Yulo
Southern Connecticut State College
501 Crescent Street
New Haven, CT 06515

APPENDIX E

ON-SITE VALIDATION SUMMARY

The Connecticut State Department of Education, Bureau of Research, Planning and Evaluation has initiated a study to develop and implement on-site validation procedures to determine the degree of compliance with General Statutes 10-151b, "An Act Concerning Teacher Evaluation." The study is currently being piloted in five Connecticut school districts.

I. Focus of the Study

The purpose of the study will be to develop and implement validation procedures and instruments which will:

1. Accurately determine the degree of compliance with General Statutes 10-151b;
2. Accurately determine the criteria that a local school district must meet in order to be in compliance with General Statutes 10-151b;
3. Yield information regarding the kinds of assistance that local school districts need before they can comply with the law.

II. Activities by the Study Team

In preparation for the on-site visits, the validation team should:

1. Review all pertinent documents concerning a school district's teacher evaluation program. This includes the teacher evalution plan, score sheets, annual reports, and school district self reports;
2. Decide on a tentative, flexible agenda for the site visit;
3. Make known to the local school district the agenda and their responsibility to supply certain information.

During the on-site visit the validation team will:

1. Interview pertinent personnel;
2. Distribute questionnaires to school personnel;
3. Examine a randon sample of teacher evaluation files.

III. Local District preparation

In preparation for the on-site visit by the validation team, the superintendent of schools and/or the teacher evaluation steering committee will:

1. Provide copies of evaluation plans, proposals, pilot studies, evaluation instruments, and evaluation dissemination materials, if not already on file at the State Department.
2. Make accessible a random sample of teacher evaluation files.
3. Arrange for specified personnel to be available for consultation at some point during the validation visits.
4. Provide working space for the validation team.

During the next two school years (1977-78, 1978-79) procedures developed in this pilot program will be implemented in a majority of school districts by a State Department of Education Teacher Evalution team in order to assess the degree of complicance with General Statutes Section 10-151b. School districts that are chosen to be in the sample will be notified prior to the visit.

APPENDIX F

BIBLIOGRAPHY

Allen, Lyons, Reynolds. Effective Teacher Evaluation. Mandala, P.O. Box 796, Amherst, MA. 01002. 1976.

Armstrong, H.R. A Teacher's Guide to Teaching Performance Evalution. School Management Institite, Westerville, Ohio. 1972.

Armstrong, H.R. and Olds, R. The Tec-Tor Book, A Guide for Evaluatees and Evaluators in Education. School Management Institute, Westerville, Ohio. 1974.

Bridges, E.M. Faculty Evaluation, A Critique and a Proposal. Administrator's Notebook, Midwest Administration Center, University of Chicago, Vol. XXII, No. 6.

Champagne, D.W. and Morgan, J.L. Supervision. Nova University, Fort Lauderdale, Florida 33314. 1974.

Competency-Based Evaluation of Education Staff. A Collection of ERIC Document Resumes. Clearinghouse on Educational Mangement, University of Oregon, Eugene, Oregon. 97403.

Culbertson; Henson; Morrison. Performance Objectives for School Principals. McCutchan Publishing Corp., 2526 Grove St., Berkeley, Calif. 94704.

Educational Goals and Objectives. Commission on Educational Planning - Phi Delta Kappa, Inc., P.O. Box 789, Bloomington, Indiana 47401.

The Elementary School Evaluation Kit. Center for the Study of Evaluation - UCLA. Allyn and Bacon, Inc., 470 Atlantc Avenue, Boston, Massachusetts 02210.

Evaluation Systems for Education. National Education Association, 1201 16th Street N.W. Washington, D.C. 20036.

Evaluating Teacher Effectiveness. A Collection of ERIC Document Resumes. Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403.

Evaluating Teachers for Professional Growth. National School Public Relations Association, 1801 N. Moore Street, Arlington, Virginia 22209.

Fox; Luski; Schmeck. Diagnosing Classroom Learning Environments. SRA, Inc. Chicago, Illinois.

Goal Setting. Croft Publications, 24 Rope Ferry Road, Waterford, Conn. 06386. 1976

Job Descriptions in Education Reference Manual. NSBA, State National Bank Plaza, Evanston, Illinois 60201. 1973.

Knezevich, Steve. Management by Objectives and Results. AASA, 1801 North Moore St., Arlington, Virginia 22209. 1973.

Lewis, James. Appraising Teacher Performance. Parker Pulishing Co. Inc., West Nyack, N.Y.

Olds, Robert. Self-Evaluation for Teachers and Administrators. School Management Institute, Westerville, Ohio. 1973.

Olds, Robert. Teacher Evaluation Today. School Management Institute, Westerville, Ohio. 1974.

Popham, W.J. Pitfalls and Pratfalls of Teacher Evaluation. Educational Leadership, November, 1974.

Popham, W.J. Teaching Improvement Kit. Instructional Appraisal Services, P.O. Box 24821, Los Angeles, California 90024. 1972.

Redfern, G.B. How to Evaluate Teaching. School Management Institite, Westerville, Ohio. 1972.

Rubin, Louis. Improving In-Service Education. Allyn and Bacon, Inc. Rockleigh, New Jersey.

Sergiovanni, T.J. Professional Supervision for Professional Teachers. ASCD, 1701 K Street, N.W., Suite 1100, Washington, D.C. 20006. 1975.

Wiles, Kinball. Supervision for Better Schools. Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

APPENDIX G

BEHAVIORAL OBJECTIVES-SUGGESTED READINGS AND SOURCES

Armstrong, Robert J., Kramer, Robert E., Cornell, Terry D., Robertson, E. Wayne. Developing and Writing Behavioral Objectives. Tucson, Arizona: Educational Innovators Press, Inc., 1968.

Behavioral Products. 4857-B Far Hills Avenue, Kettering, Ohio 45429.

Bloom, Benjamin S., and others. Taxonomy of Educational Objective: The Classification of Educational Goals. Handbook I: Cognitive Domain. New York: Longmans, Green and Co., 1956.

Eisner, Elliott W. Instructional and Expressive Educational Objectives: Their Formulation and Use in Curriculum, 1967. Paper available through ERIC ED 028838.

Flanagan, John C., William M. Shanner, and Robert F. Mager. Behavioral Objectives. Science, Social Studies, Mathematics, Language Arts: A Guide to Individualizing Learning: Primary, Intermediate, Secondary. Palo Alto, California: Westinghouse Learning Press, 1971.

Hernandex, David E., Writing Behavioral Objectives. New York: Barnes and Noble, Inc. 1971.

Individualized Instruction Handbook. Evans Newton, Inc., P.O. Box 247, Westfield, N. J. 07091.

IOX, The Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024. Collections of objectives and measurements in many different subject matters are available for a nominal charge.

Johnson, Stuart R. and Rita B. Johnson.Developing Individualized Instructional Material: A self-instructional material in itself. Palo Alto, California: Westinghouse Learning Press, 1970.

Krathwohl, David R. Stating Objectives Appropriately for Program, for Curricular and for Instructional Materials Development. Journal of Teacher Education, 1965, 16, 83-92.

Krathwohl, David R. et. al., Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay Company, Inc. 1956.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962.

Objectives: What and How to Write Them. Donald Kase, Croft Educational Services, 100 Garfield Avenue, New London, Ct. 06320.

Plowman, Paul. Behavioral Objectives and Teacher Success. Behavioral Objectives Extension Service Unit One. Chicago, Illinois: Science Research Associates Inc., 1968.

A Programmed Course for the Writing of Performance Objectives. PDK Inc., P.O. Box 789 Bloomington, Indiana 47401.

Vimcet Associates, P.O. Box 24714, Los Angeles, California 90024.

Wick, John W. The What, Way, and How of Behavioral Objectives. Croft Teachers Professional Development Service, Professional Report Number Four. New London, Connecticut: Croft Educational Services, Inc.